

TEXAS LUTHERAN UNIVERSITY CATALOG

Announcements
for
2015–2016 Academic Year

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Texas Lutheran University follows not only the letter but also the intent of the Civil Rights Laws in selecting students for matriculation and otherwise in the administration of the university. TLU does not discriminate based on race, age, sex, color, national origin, religion*, disability or sexual orientation of any applicant, student, or employee.

TLU University affirms its responsibility to meet the requirements of the Americans with Disabilities Act 1990 (A.D.A.). The university has developed procedures to insure appropriate service to all students who have valid requests under the law. Any student who wishes to initiate a request for accommodations should contact the A.D.A. coordinator. A complete description of the procedures for students with disabilities can be found in the Academic Procedures section of this catalog.

TLU is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of TLU. Information concerning accreditation by separate accrediting bodies for specific programs is shown in the related section of this catalog.

The provisions of this catalog do not constitute a contract between the student and the university. The university reserves the right to change any provision or requirement at any time during the student's time at the university. In October 2009, TLU implemented a new data system which changed several course numbers.

*Section 702, Title VII, provides that a church-related institution may give preference in employment on the basis of religion where religion is a bona fide occupational qualification reasonably necessary to the normal operation of that institution. As a university of the Evangelical Lutheran Church in America, Texas LutheranTLU University will employ persons affirming faith in the mission of the Evangelical Lutheran Church in America sufficient in number to maintain an active and dynamic relationship with the Church.

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Mission Statement of Texas Lutheran University

Texas Lutheran University is a community of learning and a community of faith.

As a community of learning, the university stresses the liberating potential of the disciplined pursuit of academic excellence within the context of academic freedom. Its faculty and staff seek to engage each student in a process of self-education which will assist him or her to develop as an informed and resourceful person in today's rapidly changing world. It provides an academic program based upon the tradition of the liberal arts and designed to serve a diversified community.

As a community of faith, the university celebrates the liberating power of gospel as applied to the whole of human life. The biblical vision of the world as created, judged, redeemed and fulfilled by God in Christ is rich in significance for the work and hopes of persons today. It is the unique privilege and responsibility of the Christian university to explore these implications freely and boldly. Thus it leads the church to face the challenge of new insights and to formulate fresh means of creative service.

An institution of the church, the university provides an education in the arts and sciences that is given perspective by the Christian faith. This function is carried out through a curriculum leading to undergraduate and select graduate degrees. The university encourages students to participate in service work tied to reflective discussions about its place in their lives.

In working to bring learning and faith into intimate relationship, Texas Lutheran University is discovering afresh that each can strengthen, clarify and enrich the other. Men and women who live and work in these contexts find their own purposes enlarged and deepened. A compassion born of faith and a competence informed by learning shape the mission of the university in this day. (Adopted by the faculty in 1967; revised in 1979, 1998, 2013.)

The Texas Lutheran University

Academic Experience

A TLU education incorporates knowing, doing, and becoming, as students are encouraged to learn boldly and live to inspire. We seek to achieve these components through a broad general education curriculum which incorporates key competencies; depth in a major field of study; and co-curricular experiences that build on classroom learning.

KNOWING

TLU graduates should have achieved

- a breadth of knowledge in the arts, humanities, natural sciences, and social sciences.
- a depth of knowledge in a single discipline sufficient to understand its methods, language, content, history, and value.
- an understanding of the Christian faith and traditions.
- an awareness of and respect for diverse religions, cultures, and viewpoints.

DOING

TLU graduates should be able to

- write clearly and coherently, read with comprehension, speak effectively, and listen with care and openness.
- use basic mathematical skills and know the appropriateness of quantitative methods.
- use appropriate tools for problem solving and for finding, analyzing, and communicating information.
- think critically and reflectively and draw reasonable, supportable conclusions both individually and in groups.

BECOMING

TLU encourages and assists its students in developing

- a commitment to active community service.
- an integrated ethical perspective and a sense of moral purpose.
- a desire to cultivate physical and psychological health and well-being.
- a will to pursue continued cultural, intellectual, and spiritual growth.

About Texas Lutheran University

Texas Lutheran University is a private university of the Evangelical Lutheran Church in America. TLU offers high-quality programs in the arts, sciences and professional studies. It is located in Seguin, 35 minutes from San Antonio. Founded in 1891, the institution moved to Seguin in 1912.

The academic program at TLU provides outstanding preparation for a wide variety of callings and for a fulfilling life, as well as a livelihood. Graduates include a federal judge, legislators, prominent attorneys, physicians and medical school faculty members, partners in large accounting firms, bank presidents, pastors, bishops, teachers, social workers, marketing and public relations directors and faculty members at universities such as Johns Hopkins, Southern Methodist and Duke.

Employers praise the attitude, character and competence of TLU graduates, as do faculty members of medical and other professional and graduate schools. Many graduates acquire advantageous experience and references through internships in major corporations, government agencies, broadcast media, newspapers and research facilities.

TLU's culturally and geographically diverse student body is taught by a highly qualified faculty in classes averaging fewer than 20 students. These faculty members challenge, mentor and recommend students for later opportunities as individuals whom they know well. The quality that this makes possible has been recognized in *U.S. News & World Report's* survey of America's best regional colleges and universities, in the *Princeton Review's* Best Western Colleges survey, and in *Washington Monthly's* survey of best baccalaureate institutions.

Special programs include the TLU Honors Program, the Krost Life Enrichment Program, the Mexican-American Studies Center, the African-American Studies Center, and the Women's Center. Students participate in off-campus studies for academic credit through study abroad programs around the world, as well as through the Washington Semester program in Washington, D.C., and the university's summer programs.

TLU is a community of faith and learning. Faculty, students and staff gather for voluntary chapel services during the week, and the campus congregation gathers on Sunday for a Eucharistic service. People of all denominations and faiths are welcome.

Students have a wide variety of leadership opportunities through participation in campus organizations that include student publications, fraternities and sororities, academic honor societies, campus ministry, concert band, TLU choir, theater, the Student Government Association, Black Student Union, the Mexican-American Student Association and the Center for Women's Studies. TLU offers 18 intercollegiate sports and a wide variety of intramural sports.

More than 30 major buildings are located on the spacious 184-acre campus. The Blumberg Memorial Library offers an excellent collection and is linked electronically to libraries around the world. Students have free email and internet access through a campus-wide computer network.

TLU serves approximately 1,300 students on its campus in Seguin. Approximately 700 students live in the university's six residence halls and nine university-owned apartment buildings.

I. Admissions

Texas Lutheran University serves students willing to contribute their intellectual gifts to the community of learning. In order to identify and enroll such students, the university maintains an office staffed by professional admissions counselors to assist prospective students with their college search and with the application and financial assistance processes.

First hand appraisal of programs, facilities, and academic atmosphere is valuable. Interested students are strongly encouraged to visit the campus and meet with a member of the admissions staff. A visit may include a campus tour, observation of a class, and/or visits with a faculty member or other staff member. Contact the Office of Admissions at 800-771-8521 or 830-372-8050 to arrange a visit. The Office of Office of Admissions is open from 8:00 a.m. to 5:00 p.m. weekdays and by appointment on selected Saturday mornings, except for Thanksgiving, Christmas, New Year's, Easter, Memorial Day, July 4th, Labor Day, and Martin Luther King, Jr. Day holidays.

Texas Lutheran University is open to all persons committed to and prepared for a quality education without regard to race, age, sex, color, national origin, religion, disability or sexual orientation.

ADMISSIONS PROCEDURES

It is the responsibility of any applicant to ensure all necessary documents, including the application for admission and all supporting documents, are received by the Office of Admissions in a timely manner. All documents received by TLU become the property of the University and will not be returned to the student or forwarded to another institution.

FIRST-YEAR STUDENTS

Students seeking admission as a first-year student are advised to complete a college preparatory program of study with above-average achievement. It is recommended that the following curriculum be pursued: 4 years of English, 4 years of mathematics, 3 years of social science, 3 years of science, and 2 years of a foreign language or American Sign Language.

Early Decision

Students who know Texas Lutheran University is their first college choice are encouraged to apply to the University under Early Decision. Students who wish to be considered for Early Decision must submit their application and

supporting documents no later than November 15. Admission decisions will be sent to students on or before December 15. As this is a binding admission decision, students admitted under the provisions of Early Admission must submit their enrollment deposits or decline their offers of admission by February 1. There is no application fee for students who apply for Early Admission.

Documents required for Early Decision consideration include the application for admission, a writing sample or college essay, an official high school transcript, official SAT or ACT score results (optional for students ranked in the top 25% of their class or have an academic grade point average of at least 3.4 at a non-ranking school*), and a letter of recommendation from either a high school counselor or teacher of an academic subject. Incomplete application files will not be considered for admission to the University.

The Office of Admissions staff review applications using holistic evaluation. While there are no minimum GPA and test score requirements, admission to the University is competitive and decisions are made after considering many factors. In some cases, admission files will be referred to an admission committee, which includes faculty and staff from across campus.

Early Action

Students who know Texas Lutheran University is among their top college choices are encouraged to apply to the University under Early Action. Students who wish to be considered for Early Action must submit their application and supporting documents no later than December 15. Admission decisions will be sent to students on or before February 1. As this is a non-binding admission decision, students admitted under the provisions of Early Admission have until May 1 to submit their deposits or decline their offers of admission. There is no application fee for students who apply for Early Action.

Documents required for Early Decision consideration include the application for admission, a writing sample or college essay, an official high school transcript, official SAT or ACT score results (optional for students ranked in the top 25% of their class or have an academic grade point average of at least 3.4 at a non-ranking school*), and a letter of recommendation from either a high school counselor or teacher of an academic subject. Incomplete application files will not be considered for admission to the University.

The Office of Admissions staff review applications using holistic evaluation. While there are no minimum GPA and test score requirements, admission to the University is competitive and decisions are made after considering many factors. In some cases, admission files will be referred to an admission committee, which includes faculty and staff from across campus.

Regular Admission

Students may also apply for Regular Admission. Admission decisions are sent to students no later than April 1, though many students will receive notification well before the deadline. Students admitted under Regular Admission are

required to notify the Office of Admissions by May 1 to accept or decline a place in the incoming class. As is the case for Early Action, students must submit the application for admission, a writing sample or college essay, an official high school transcript, official SAT or ACT score results, and a letter of recommendation from either a high school counselor or teacher of an academic subject. Incomplete applications will not be considered for admission. There is no application fee for students who apply for Regular Admission.

The Office of Admissions staff review Regular Admission applications using holistic evaluation. While there are no minimum GPA and test score requirements, admission to the University is competitive and decisions are made after considering many factors. In some cases, admission files will be referred to an admission committee, which includes faculty and staff from across campus.

Late Admission

Students who submit an application for admission after February 1 will be considered on a rolling, space-available basis. Notification to the student will occur after April 1 or within two weeks of receipt of required documents, whichever is later. Admission requirements are similar Early Decision, early Action, and Regular Admission. Students must notify the Office of Admissions of their decision to accept a place in the class by May 1 or within one month of receipt of the admission decision, whichever is later. Applicants applying for admission after February 1 must submit a \$40 application fee.

The merits of each applicant are considered on a case-by-case basis with a special emphasis on the high school record. Students whose records predict achievement of academic success at Texas Lutheran University are offered admission. Students graduating from a non-accredited high school, including those who have been homeschooled, need to provide all the documents listed above, including a transcript. Transcripts should show all completed coursework. In addition, a diploma with date of graduation should be provided. Students submitting a GED in place of the high school transcript will need to have earned a composite score of 50 or higher. The tests required for these applicants will be determined on an individual basis. A personal interview may also be requested.

***Official SAT or ACT results are required for merit scholarship consideration.**

TRANSFER STUDENTS

Transfer students who are in good standing are encouraged to apply by submitting the following:

1. The application for admission and financial aid, completed in full, including the essay.
2. Official transcript(s) from every institution that the applicant has attended. Even if no credit was earned at the institution, a transcript is required.
3. An official high school transcript is required for students (this is a federal requirement).

4. The non-refundable application fee of US\$40. An application fee is not required when a completed application is submitted before February 1 for the following fall semester, or October 15 for the following spring semester.
5. One completed recommendation from a reference familiar with the student's academic background.
6. Transfer addendum form. This form will be sent upon receipt of the application for admission.

Transfer applicants with fewer than 15 semester hours of university-level work will be evaluated under the requirements for first-year student admission. For those with less than 24 hours of university-level work, the high school transcript may be utilized. Applicants with credit earned at non-accredited institutions (trade, technical, career schools) are required to submit transcripts, but the credit is generally not transferable. For transfer credit information, please see the Transfer Credit section of the Academic Procedures.

Generally, transferable university-level work with a 2.25 GPA on the 4.00 scale will be accepted. Students on scholarship or disciplinary suspension are not eligible to apply until the suspension period has elapsed. Transfer work taken at another college or university while a student is academically suspended is generally not accepted at Texas Lutheran University. Also, failure to make an accurate report of all colleges attended will subject the student to disciplinary action and possible dismissal.

An evaluation of transferable credits and determination of subsequent graduation requirement will be conducted for each accepted applicant by the Office of Registration and Records.

INTERNATIONAL STUDENTS

An international student is any citizen of a country other than the United States who has, or will need, a non-immigrant visa to study at TLU University. Students fitting this description apply to the regular TLU University academic program.

The application deadline for international students is May 1 for the fall semester and October 1 for the spring semester. The merits of each applicant are considered on a case-by-case basis with a special emphasis on the quality of the academic work. To qualify for admission into the academic program, students from countries where English is not the primary language must present an official TOEFL or IELTS score. The minimum required scores are:

- TOEFL PBT – 550
- TOEFL CBT – 213
- TOEFL iBT – 80
- IELTS – 6.5

A score of 500 on the SAT Critical Reading section or a score of 21 on the ACT English and Reading sections may substitute for the TOEFL or IELTS. Those students whose native language is English must submit test results from the SAT 1 or ACT.

All applicants must submit the following before being considered for admission:

1. The completed application for admission and the international student addendum to the application.
2. Official transcripts from each secondary school and, if applicable, postsecondary school attended. These should include a listing of courses taken and marks/grades earned and must be translated into English with an official third party evaluation.
3. Proof of financial solvency. This needs to be verified by a financial institution with a signature and photocopies of financial records.
4. A U.S. \$40 nonrefundable application fee (due to fluctuations in exchange rates, the check or money order must be drawn on a United States bank).
5. Completed Confidential Report of Proficiency in English form.
6. TOEFL, IELTS, SAT or ACT scores sent directly to Texas Lutheran University from the corresponding testing service.

NOTIFICATION OF ADMISSION

Normally, processing of the files for both the fall and spring semesters begins in September. As soon as a file is complete, the review process begins. Candidates are notified according to the application type (Early, Regular, or Late). A file is deemed complete when all of the above-outlined documentation has been received. It is the normal practice of the Office of Admissions to notify the applicant within two weeks of receipt of the application as to the status of the file. Failure to receive that notification means that either the file is being evaluated for admission or the application was never received or is incomplete. The notification of the decision is sent to the applicant in a personal letter or email for international students.

PROCESS FOR SPECIAL CONSIDERATION

Undergraduate students applying to Texas Lutheran University in any category that do not initially meet admissions standards may be referred to the Admissions, Advising and Academic Standards Committee for consideration and evaluation. The committee may defer a decision until further information has been received; i.e., more recent test scores, results of another semester of work, additional letters of recommendation, additional essay, personal statement or an interview. If any of these additional credentials are required, a member of the admissions staff will contact the applicant.

GRADUATE ACCOUNTING PROGRAM

Admission to the Professional Program with Concurrent Bachelor's and Master's Degrees

Students currently enrolled and pursuing a B.B.A. with an accounting specialization may apply for admission to the masters of accountancy program (MAcy). In this program, both the B.B.A. and the MAcy are granted simultaneously upon completion of the program. The program has been designed to meet the

requirements of the Texas State Board of Public Accountancy (TSBPA) to sit for the CPA examination.

Application occurs during the second semester of a student's junior year. The student's application file will be reviewed by a faculty admission committee to determine suitability for the program. Criteria for admission are:

1. Be a declared accounting major.
2. Have completed a minimum of 6 semester credit hours of upper level undergraduate accounting, including Intermediate Accounting I.
3. Have a minimum GPA of 3.00 in accounting coursework and in the last 60 hours of undergraduate work.
4. Have a grade of at least a "C" in Intermediate Accounting.

Application for admission to the MAcy program is made to the Office of Admissions. Materials needed to complete one's application file include:

1. A signed copy of this check list, acknowledging your intent to make application to the MAcy program.
2. Official transcripts from all colleges and universities attended NOT listed on the TLU transcript.
3. Satisfactory GMAT scores taken within the last five years (may be waived for currently enrolled students at the discretion of the MAcy Admissions Committee).
4. Two letters of reference from individuals not sitting on the MAcy admissions committee (optional for currently enrolled students with 30 or more semester credit hours at TLU who meet the minimum grade requirements).
5. Letter providing additional information to be considered by the admissions committee (optional).

Applicants who do not meet the requirements for unconditional admission may be granted admission on a conditional basis at the discretion of the admission committee. A maximum of six graduate credit hours may be transferred from other regionally accredited universities.

Direct Admission to MAcy program

Applicants who already hold a bachelor's degree from an accredited university (SACS or the equivalent) may apply for admission to the MAcy program. The Admission Committee will consider strong academic performance throughout undergraduate programs and strong performance on the GMAT. The program has been designed to meet the requirements of the Texas State Board of Public Accountancy (TSBPA) to sit for the Certified Public Accountant (CPA) examination.

Students applying for direct admission will need to meet the following criteria to be considered for admission:

1. Have completed a minimum of 6 semester credit hours of upper-level undergraduate accounting, including Intermediate Accounting I.
2. Have a minimum GPA of 3.00 in accounting coursework.
3. Have a grade of at least a "C" or better in Intermediate Accounting.

Application includes:

1. A completed application form, available through ApplyTexas.org
2. Official transcripts from all universities attended
3. Satisfactory GMAT scores taken with the last five years.
4. Current résumé.
5. Two letters of reference.
6. Letter providing additional information to be considered by the admissions committee (optional).

Applicants are evaluated by the MACy admissions committee. Those who do not meet the requirements for unconditional admission may be considered for admission on a conditional basis. All materials should be submitted to the TLU Office of Admissions.

POST-ACCEPTANCE PROCEDURES

FINAL TRANSCRIPTS

FIRST YEAR STUDENTS: The Office of Admissions must have a FINAL transcript sent directly from your high school. The graduation date and your final class rank must be on this transcript.

TRANSFER STUDENTS: The Office of Admissions must receive an official transcript from each college or university you have attended. This ensures that a transfer evaluation will be performed and that you will receive credit for any transferable college/university work. We also need a copy of your high school transcript. According to the federal financial aid regulations, a high school transcript or GED certificate is required on all students (including transfers). IT IS YOUR RESPONSIBILITY TO MAKE SURE THAT AN OFFICIAL TRANSCRIPT IS SENT TO TLU. If we have not received an official high school transcript with documentation of graduation date by August 1 – for the fall semester or January 9 – for the spring semester, your acceptance may be rescinded.

ENROLLMENT DEPOSIT

To initiate housing, registration, and billing procedures, a \$300 deposit is required of all students. This deposit serves as indication of your intention to enroll at Texas Lutheran University. The deposit is non-refundable after point of payment. Once enrolled the deposit serves as the student's general deposit. International students submit a \$1,000 deposit. Once enrolled, \$300 will serve as the general deposit and the remaining will apply to the student's account.

HEALTH FORM

The Comprehensive Health Form will be accessible online by students at a designated time upon receipt of the deposit. All students must complete this form. Intercollegiate athletes and cheerleaders will receive a separate physical form from the Athletic Department.

MANDATORY for all first time students, including transfer students: Written confirmation of vaccination against bacterial meningitis. Mail the record to TLU Office of Admissions, 1000 W. Court, Seguin, Texas 78155 or fax to 830-372-8096. Students must have received the vaccination at least 10 days prior, and no more than five years prior, to the first day of class. This requirement is dictated by the Texas Education Code which regulates the requirement (and exceptions) for bacterial meningitis vaccination. This applies only to first-time students or transfer students enrolling in public or private institutions of higher education who are younger than 22 years old.

HOUSING APPLICATION AND MATCHING FORM/HOUSING CONTRACT

Texas Lutheran University believes in the value of a residential campus. The housing application and matching form and housing contract must be filled out completely and honestly to assure a quality residential experience. At a designated time, the Office of Residence Life will give online access (at the MyTLU portal) to the housing application and matching form and housing contracts to all students who have paid their \$300 deposit and provided proof of meningitis vaccine. Without the \$300 deposit and proof of meningitis vaccine, a housing assignment will not be made. For spring applicants, notification of housing assignments will be made after January 1. For fall applicants, notifications will begin in the summer.

All students are required to live in university housing, except for students who are married, over 21 years of age, seniors, or commuting from their parent's/guardian's home within a 30-mile radius of Seguin. Requests for exceptions to this policy are to be submitted to the Director of Residence Life. If a student's course load drops below 12 hours during the course of a semester, the university reserves the right to require that student to live off-campus. This also applies to students who elect part-time study at the beginning of the spring term after having carried a full course load the previous semester. Students or applicants under the age of 18 will be reviewed on a case-by-case basis. Students who begin the academic year in residence commit themselves to a full year of residence in university housing except for marriage, graduation or withdrawals. Campus housing assignments are made without regard to race, creed, color or national origin.

ADVISING AND REGISTRATION

Faculty members are central to the academic advising system at TLU University. All tenure track faculty with one year of service at TLU assume academic advising responsibilities. The faculty role in the advising system is supplemented and supported by the Office of the Vice President and Dean of Students within the Office of Student Life. The Texas Lutheran University academic advising system has as its guiding principle the belief that academic advising is a natural component and extension of faculty teaching and, as such, is integral to student learning. Advising and registration for the spring will occur in the middle of the

fall semester. Advising and registration for the fall and summer sessions will occur approximately a month before the end of the spring semester. There are always opportunities for students to participate in late registration periods or register during the first week of classes if they miss the regular scheduled registration periods.

ADMISSIONS PROCEDURES FOR SPECIAL STUDENTS

DUAL PARTICIPATION (DP)

High-achieving high school seniors from local high schools are offered the opportunity to enroll in selected college-level classes to earn college credit. Enrollment requirements are:

- The dual participant program is open only to seniors who rank in the top 10% of their class or score 1180 SAT/25 ACT or have exhausted all courses available in a subject area offered by the high school.
- Students must have a recommendation from their high school counselor or principal.
- Students must have their application submitted and approved prior to TLU dual participant registration (this will assist us in registering the dual participants quickly and with a minimum of disruption to their schedules).
- Students must submit a copy of their high school transcript.
- Students must submit a copy of their valid meningitis record prior to beginning classes.
- For information or formal application, students should contact the Office of Registration and Records.

SUMMER TRANSIENT STUDENTS

Students who attend another college or university who wish to take undergraduate courses during the summer at TLU may be admitted as transient students. A student applying for admission under this classification is required to complete the summer school application form and submit an official transcript to the Office of Registration and Records. Students must submit a copy of their valid meningitis record prior to beginning class.

READMISSION OF FORMER STUDENTS

A student who has interrupted attendance for one long semester or more at TLU and who wishes to return must apply for readmission through the Office of Registration and Records. If the student has attended any other institution during the period, he or she must have an official transcript sent to the Office of Registration and Records (see the “Academic Procedures” section for more information). Students must submit a copy of their valid meningitis record prior to beginning class.

ADVANCED CREDIT AND PLACEMENT

It is possible for students enrolled at TLU to earn credit by examination through several external programs. Examination credit counts in neither residence hours nor honors calculations. All examinations credit appear on the transcript as credit (CR) and does not affect the student's grade point average. TLU recognizes the Advanced Placement (AP) tests, the College Level Examination Program (CLEP) tests, DANTES (Defense Activity for Nontraditional Education Support) and the Excelsior College examinations. In addition, credit may be available to graduates of the International Baccalaureate Program (IB). Students interested in such credit should consult the admissions office or the Office of Registration and Records for scores, credit and procedures.

College Board Advanced Placement (AP) Examination credit is recognized and awarded in selected subject areas. Entering students who submit a score of three (3) or higher will receive credit. Credit granted ranges from three to 8 hours depending on the score earned. Students may earn AP credit in the following areas: art, biology, chemistry, computer science, economics (macroeconomics and microeconomics), English (language and composition, literature and composition), environmental science, history (U.S. and European), geography, government (U.S. and comparative), languages (French, German, Spanish), mathematics (calculus), psychology, physics and statistics.

Students may present scores from the CLEP general or subject examinations in a wide variety of areas. For details on CLEP and DANTES examinations, contact the Office of Registration and Records.

TLU recognizes the International Baccalaureate Program and 14 academic areas offer credit for IB program courses. Scores needed for credit range from 4 to 7.

Students may receive a maximum of 30 semester credit hours toward graduation through any one or combination of the above programs. Further information on tests and scores for which a student may receive credit is available from the Office of Admissions or the Office of Registration and Records.

II. Courses of Study

The university reserves the privilege to make adjustments to course offerings without notice as the need arises.

SYSTEM OF NUMBERING COURSES

Courses are designated by a name and number along with a descriptive title. The name generally denotes the department in which the course is offered. Course numbers generally include three digits, with the first digit indicating academic level and the second digit indicating semester credit hours. The remaining digit is a distinguishing number for individual courses.

First digits of 1 or 2 denote lower-division courses designed primarily for the freshman and sophomore year, whereas first digits of 3 or 4 denote upper-division courses designed primarily for the junior or senior year. A first digit of 5 or 6 denotes graduate courses. A first digit of 7 indicates a course offered through the honors program. The second digit (1 to 6) indicates the amount of semester hour credit for each course. A second digit of 7, 8 or 9 denotes three-semester hours credit.

Following the course title, related information appears in parentheses. The first figure indicates semester-hour credit; the second figure indicates the number of lecture hours per week; and the third figure indicates the number of hours per week during which the student is in laboratory, practice session, or other activity related to the course. As an example, (3:1:5) following VART 238 indicates a three semester-hour credit course with one lecture hour and five studio hours per week.

TLU defines one credit hour as equivalent to one hour of classroom or direct faculty instruction and a minimum of two hours out of class students work each week for approximately 15 weeks. One credit hour is equivalent to three hours of lab sessions per week for labs in natural sciences, social sciences, kinesiology, athletic training, and business and two hours per week for visual arts studio courses and kinesiology activity courses. One credit hour is also defined as the equivalent of four hours per week of rehearsal for music performance courses, ten hours per week of clinical experience for athletic training practicum courses, or fifteen hours of applied participation in dramatic media productions.

SPECIAL STUDIES AND TOPICS

TLU recognizes the diverse interests of its students and realizes the need to offer study opportunities in areas not offered in regular course offerings. To meet this

need, the following study options are made available. Please refer to individual department policy and procedures for specific information on these courses.

119 SUMMER SCHOLARS ACADEMY

The Summer Scholars Academy is offered for high school juniors and seniors during a special summer residential program and requires at least 25 hours of classroom work under a qualified professor. Credit is granted in one of TLU's departments or academic divisions as approved by each department chair and provost. A maximum of two credits may be earned per year with no more than four credits total, and no more than two credits under the same disciplinary designator.

210-220-230; 310-320-330 DIRECTED STUDY

Directed study courses are individualized study courses under the general supervision of a faculty member. The topic chosen by the student and approved by the faculty member and department must be sufficiently delimited to permit oral and written reports. In this type of study, the student is expected to consult the faculty member periodically and report on progress being made.

Directed study is open to students of all classifications. The student must have demonstrated a capacity to do individual work and have a minimum 2.0 cumulative grade point average.

179-279-379-479-579 SPECIAL TOPIC

This is a specialized opportunity for in-depth analysis of a selected topic not available in the regular departmental course offerings. Generally, the topic is open to advanced students in a major area. The student may repeat the course for credit when topics are changed.

Each department may offer such a course whether or not it is so listed in the respective department's course listing. Credit earned may be from one to three hours for each course.

410-420-430 AND 510-520-530 INDEPENDENT STUDY

Intensive, individual study and research are available to qualified students with a special interest in doing advanced work in specific areas. The student devises the study proposal in consultation with the faculty supervisor and obtains the approval of the department in which the study will be performed. The student works independently until the presentation of the final results.

Independent study is open only to juniors and seniors who have performed exceptionally well academically with a cumulative grade point average of at least 3.0. Credit earned may be from one to three hours for each course, with a maximum of six hours in a term. Each department may provide additional policies regarding independent study.

SENIOR SEMINAR (course numbers vary by department)

A senior seminar course is required for all undergraduate majors. This course

is designed to be a capstone project and usually requires a special research effort. Specific course numbers vary by department.

419-429-439, 519-529-539 AND BIOL/CHEM 219-229-239 INTERNSHIP

Internships offer part-time or full-time experience closely related to the student's specific career and academic interests. Arranged on an individual basis, the internship agreement identifies the problems to be researched, experience to be gained, and related readings to be accomplished. A maximum of 6 credit hours of internship may be applied towards a student's degree requirements. Students performing internships for credit must be enrolled at TLU during the term (fall, spring or summer) in which the internship is served. Normally, 50 to 75 hours of internship equal one semester hour of credit.

ACCOUNTING

Students seeking degrees in accounting can pursue the Bachelor of Business Administration degree (B.B.A.) with a professional specialization in accounting (see the "Business Administration" section of the catalog). Additionally, there are two alternative paths to a Master of Accountancy degree (MAcy) which will qualify graduates to take the Certified Public Accountancy (CPA) exam. The mission of TLU's MAcy program is to prepare students for successful accounting and passing the CPA exam. The program focuses on the development of technical knowledge and professional skills to facilitate graduates' ability to make professional judgments, to communicate effectively and to make ethical decisions.

Professional Program with Concurrent Bachelor's and Master's Degrees

Students currently enrolled and pursuing the B.B.A. with an accounting specialization can apply for admission to the Master of Accountancy (MAcy) program. In this program, both the B.B.A. and the MAcy are granted simultaneously at the completion of the program.

Master of Accountancy Degree Requirements

Students must complete the requirements listed for the B.B.A degree in business administration (professional specialization in accounting). In addition, students must also take the graduate courses listed below. No graduate course in which a grade of less than "C" (below 2.0 on a 4.0 scale) is earned may be applied toward completion of the graduate degree in accounting.

- Advanced Accounting (ACCT 533), Accounting Theory & Research (ACCT 536), Contemporary Accounting Topics (ACCT 537), Advanced Financial Reporting (ACCT 538), 18 additional graduate hours (12 hours of which must be in accounting (ACCT) and 6 hours may be in business, economics or accounting).

Direct Admission to MACy program

Applicants who already hold a bachelor's degree from an accredited university (SACS or the equivalent) may apply for admission to the MACy program. If the applicant's bachelor's degree is not equivalent to a B.B.A. in accounting, the applicant must complete certain additional courses. In some circumstances, other courses may be necessary to meet CPA exam eligibility requirements. No graduate course in which a grade of less than "C" (below 2.0 on a 4.0 scale) is earned may be applied toward completion of the graduate degree in accounting.

- The following courses or their equivalents are required for students with undergraduate deficiencies:
Principles of Accounting I and II (BUSI 231-232), Accounting Information Systems (BUSI 332), Intermediate Accounting I and II (BUSI 343-334), Individual Income Tax (BUSI 336), Auditing Principles (BUSI 478), Business Law (BUSI 335 or 339), Principles of Marketing (BUSI 337), Principles of Management (BUSI 373), Business Finance (BUSI 377), Information Systems (ISYS 231), Principles of Economics (ECON 237), Statistics or Quantitative Methods.
- Students must also complete the following master's program requirements:
Advanced Accounting (ACCT 533), Accounting Theory & Research (ACCT 536), Contemporary Accounting Topics (ACCT 537), Advanced Financial Reporting (ACCT 538), 18 additional graduate hours (12 hours of which must be in accounting (ACCT) and 6 hours may be in business, economics or accounting).

ACCT 510-520-530. Independent Study in Accounting (X:X:X)

Independent study by students majoring in accounting. Departmental approval required. Prerequisite: Admission to graduate program.

ACCT 519-529-539. Accounting Internship (X:X:X)

Designed to provide graduate accounting students with an opportunity to apply their classroom knowledge in a real business or firm and to gain hands-on experience. No more than three hours may be counted toward the major. Department approval required. Prerequisite: Admission to graduate program.

ACCT 531. Corporate Tax (3:3:0)

A study of the tax laws and regulations applicable to the formation, operation and liquidation of corporations and pass-through entities, including partnerships and S corporations together with the preparation of federal tax returns for such entities. Prerequisite: Admission to graduate program.

ACCT 532. Accounting for Government and Not-for-Profit Organizations (3:3:0)

A study of accounting, budgeting, fiscal procedures and financial records of governmental funds, colleges and universities, health care entities and private nonprofit organizations. Prerequisite: Admission to graduate program.

ACCT 533. Advanced Accounting (3:3:0)

A study of business combinations, international accounting, consolidated statements, SEC reporting and partnerships. Prerequisite: Admission to graduate program.

ACCT 534. Advanced Tax Practice (3:3:0)

Advanced topics in taxation, including Federal tax practice and procedures, ethics and responsibilities in tax practice, circular 230, AICPA Statements on Standards for Tax Services, tax-exempt organizations, estate and gift taxation and income taxation of estates and trusts. Prerequisite: Admission to graduate program; BUSI 476 or BUSI 531 Corporate Tax.

ACCT 535. Financial Statement Analysis (3:3:0)

Review and analysis of financial position and results of operation utilizing corporate annual reports and Forms 10K, including analysis of liquidity, operating efficiency, profitability and solvency. Prerequisite: Admission to graduate program.

ACCT 536. Accounting Theory and Research (3:3:0)

A study of accounting pronouncements and current issues in financial accounting, including the Accounting Standards Codification, Statements of Financial Accounting Concepts and International Financial Reporting Standards. Emphasis on research and analysis of accounting standards and written communications, including the preparation of a major research paper integrating multiple sources of accounting information. This course is writing intensive. Prerequisite: Admission to graduate program.

ACCT 537. Contemporary Accounting Topics (3:3:0)

Research and analysis of current issues in accounting, problem solving and communication in a professional environment. Prerequisite: Admission to the graduate program.

ACCT 538. Advanced Financial Reporting (3:3:0)

A study of advanced issues in financial reporting including debt and equity funding, preparation and analysis of financial statements considering conditions of the changing economic and regulatory environment. Prerequisite: Admission to the graduate program.

ACCT 571. Accounting Ethics (3:3:0)

The study of ethical theory and its application to business decisions, ethical issues in accounting and business, codes of ethical conduct and ethical decision making. Prerequisite: Admission to graduate program.

ACCT 572. Advanced Auditing (3:3:0)

Current issues and research in auditing, attestation and financial disclosures. Prerequisite: Admission to graduate program.

ACCT 579. Special Topic in Accounting (3:3:0)

Designed for graduate accounting students. May be repeated for credit when topics change. Prerequisite: Admission to graduate program.

BUSI 510-520-530. Independent Graduate Study in Business (X:X:X)

Independent study by graduate students. Departmental approval required. Prerequisite: Admission to graduate program.

BUSI 531. Investments (3:3:0)

A study of the environment and tools of investment. Emphasis on securities markets; fixed-income securities, common stock, and derivatives; portfolio construction; investment management and tax considerations. Reports and presentations on current periodical research and participation in a portfolio management exercise are required. Prerequisite: Admission to graduate program.

BUSI 532. Advanced Corporate Finance (3:3:0)

A study of the theories and methods used to determine the market value of firms

through risk-based discounting of expected future cash flows; covers both projection of free cash flows to investors as well as selection of discount rates based on anticipated risk; international risk management also considered. Prerequisite: Admission to graduate program.

BUSI 533 Operations Management (3:3:0)

Management of the operations function of both manufacturing and service organizations: how to make decisions about product, processes, location, layout, inventory control, supply chains, quality, scheduling and job design. Prerequisite: Admission to graduate program.

BUSI 579. Special Topics in Business (3:3:0)

Designed for students pursuing a graduate degree. May be repeated for credit when topics change. Prerequisite: Admission to graduate program.

ECON 531. Money, Banking and Financial Markets (3:3:0)

Study of the U.S. monetary system with emphasis on the commercial banking system, the operation and policies of the Federal Reserve System, monetary theory and the operation of financial markets. Prerequisite: Admission to graduate program.

ECON 532. Intermediate Microeconomics (3:3:0)

Study of consumer and business behavior, and of markets, including: demand theory, cost theory, market types, game theory and time and uncertainty. Prerequisites: Admission to graduate program.

ECON 533. Intermediate Macroeconomics (3:3:0)

Study of principal theories of income determination in both the short and long run and analysis of fiscal and monetary policy impacts on prices and output. Prerequisite: Admission to graduate program.

ECON 534. International Economics and Finance (3:3:0)

An introduction to the theory of international trade and finance with emphasis on contemporary applications. Commercial policy issues confronting the U.S. are considered, as are exchange rates and international capital flows. Prerequisites: Admission to graduate program.

AERONAUTICAL SCIENCE

The aeronautical science degree with an airline pilot specialization is designed for students whose goal is to fly for a commercial airline or corporation. This degree provides flight training combined with the academic excellence of a small liberal arts environment leading to a career in the aviation industry. Our program provides the enhanced training, skills and academic knowledge required by today's aviation industry. TLU has partnered with Texas Aviation Academy LLC to provide flight training based out of the New Braunfels Airport located approximately 12 miles from the TLU campus. Additional costs and fees are associated with some of the classes in this program. Physical requirements must also be met.

Major in aeronautical science (B.S.) (airline pilot specialization): 51 semester hours, including AERO 131A, 132A, 131B, 132B, 230, 231, 232, 233, 234, 332, 335, 336 or 337 or 338, 341, 412, 415, 431, 437, and 438 or 439.

Supporting Courses: 33 semester hours, including BIOL 149; BUSI 131, BUSI 339, BUSI 384, and BUSI 373 or BUSI 386; MATH 136, PHYS 141, 142, 339, and STAT 374.

AERO 131A/131B. Private Pilot Ground School A & B (3:3:0)

Basic ground school for the Federal Aviation Administration Private Pilot Certificate, providing the student with the necessary aeronautical knowledge for private pilot certification. Topics include principles of flight, radio procedures, weather, navigation, aerodynamics and Federal Aviation Administration regulations. Corequisites: AERO 132

AERO 132A/132B. Private Flight A & B (3:0:6)

This course develops aeronautical knowledge required for certification as a Private Pilot with an Airplane Single Engine Land rating. Topics including regulations, safety, pre-solo operations, cross-country planning, airspace, chart use, communications, weather, performance, weight and balance, aerodynamics and decision-making. Prerequisites: Appropriate class medical certification. Corequisites: AERO 131

AERO 230. Intermediate Flight (3:0:6)

Provides students with flight hours and skills necessary to fulfill solo cross-country hours required for the FAA Instrument Airplane Rating. Prerequisites: AERO 131 and 132, appropriate class medical certification.

AERO 231. Instrument Ground School (3:3:0)

A study of basic instrument radio and navigation fundamentals used in instrument flight. Topics include a description and practical use of navigation systems and instruments, charts used for instrument flight and Federal Aviation Administration regulations. Qualifies as part of a program leading to Federal Aviation Administration certification. Prerequisites: AERO 131 and 132. Corequisites: AERO 232.

AERO 232. Instrument Flight (3:0:6)

This course develops aeronautical knowledge required for addition of an Instrument Airplane rating to a Private Pilot certificate. Topics include instrument flying regulations, safety, operations, navigation systems, chart use, weather, flight planning, decision making and crew resource management. Prerequisites: AERO 131 and 132, appropriate class medical certification. Corequisites: AERO 231.

AERO 233. Commercial Ground (3:3:0)

A study of advanced aviation topics that can be used for Federal Aviation Administration certification at the commercial pilot level. Includes preparation for the commercial airplane written test. Prerequisites: AERO 231 and 232. Corequisites: AERO 234.

AERO 234. Commercial Flight (3:0:6)

Flight instruction necessary to qualify for the FAA Commercial Pilot Certificate. Instruction includes both dual and solo flight training to prepare the student for mastery of all commercial pilot maneuvers. Prerequisite: AERO 230, 231, and 232, appropriate class medical certification. Corequisites: AERO 233.

AERO 332. Aviation Meteorology (3:3:0)

In-depth coverage of meteorological phenomena affecting aircraft flight. Topics include concepts of aviation meteorology in the study of temperature, pressure, moisture, stability, clouds, air masses, fronts, thunderstorms, icing and fog. Also includes analysis and use of weather data for flight planning. Prerequisite: AERO 233.

AERO 335. Crew Resource Administration (3:3:0)

This course is designed to develop a detailed understanding of the organizational behavior, interpersonal relationships skills and other critical behavioral dynamics of professional flight crews. The course builds upon the knowledge of Crew Resource Management (CRM) acquired during the student's flight training. The history of CRM, CRM concepts of Communication Processes, Problem Solving, Group Dynamics, Workload Management and Situational Awareness will be investigated. Aircraft incidents and accidents related to the evolution of CRM training programs and FAA regulations will be analyzed. Intrapersonal and psychomotor skills will be addressed as they relate to safe, legal and efficient flight operations. Prerequisite: Junior standing in the program or consent of instructor. Corequisite: AERO 341

AERO 336. Airline Flight Crew Techniques (3:3:0)

This course examines human-machine interface issues in today's modern flight deck. Leading to that end, the student will explore the cognitive and psychomotor domains of learning, review studies of aircrew interface problems and learn coping mechanisms used by today's best aviation trainers to overcome design-induced problems in cockpit advanced technology. Prerequisite: Junior standing in the program.

AERO 337. Dispatch Operations (3:3:0)

This course includes a review of pertinent Federal Aviation Administration regulations, navigation systems and procedures, manual flight planning, emergency and abnormal procedures, the general operating manual, aircraft systems and performance development, human factors and practical dispatching applications. Prerequisite: Junior standing in the program.

AERO 338. Jet Transport Systems (3:3:0)

This course will provide the student with detailed knowledge of jet transport category aircraft systems. The student will learn how to operate typical jet transport category aircraft systems in both normal and emergency situations. Prerequisite: Junior standing in the program.

AERO 341. Flight Safety Emergency Procedures (with lab) (4:3:3)

This course is designed to assist the student in developing an attitude and philosophy for accident prevention. The course includes: Ideal and practical, personal and organizational safety procedures and goals; safety philosophies; aircraft accident reports; human factors; principles of accident investigation, accident prevention programs and accident statistics; current events; National Transportation Safety Board (NTSB) special studies. Lab fees apply. Prerequisite: Junior standing in the program. Corequisites: AERO 335

AERO 412. Multi-engine Flight (1:0:3)

Multi-engine Flight preparation for the Multi-engine Class Rating which will be added to a current pilot certificate. Includes explanation and demonstration of all required FAA normal and emergency operations and procedures. Prerequisites: AERO 233, appropriate class medical certification. Corequisites: AERO 431.

AERO 415. Flight Instructor Flight (1:0:3)

Certified Flight Instruction - Airplane. Flight instruction necessary to qualify for the Federal Aviation Administration Certified Flight Instructor-Airplane Certificate. Topics include ground and flight instruction. Prerequisites: AERO 412, appropriate class medical certification. Corequisites: AERO 437.

AERO 431. Multi-engine Ground School (3:3:0)

Ground Instruction Multi-engine Airplane Rating. Ground instruction to prepare the student for the FAA Multi-engine Airplane Rating. Includes Multi-engine aircraft characteristics and analysis of flight maneuvers. Prerequisites: AERO 233. Corequisites: AERO 412.

AERO 437. Flight Instructor Ground (3:3:0)

Instructor Ground School. Skill development in the fundamentals of teaching and learning in an aviation-oriented environment. Introduction to the techniques of instruction and analysis of flight maneuvers. Topics include flight instructor responsibilities and FAA regulations relating to the Instructor Rating. Corequisites: AERO 415.

AERO 438. Senior Capstone (3:3:0)

This project course builds on the accumulated knowledge from all courses to date. Lectures will cover problem identification, analysis, generation of alternatives, cost/benefit studies, interviews and presentations. Student teams will analyze and make recommendations on an actual problem for an aviation related organization such as the FAA. Prerequisites: Senior standing, permission of department and all major upper-division courses completed or concurrent enrollment.

AERO 439. Internship (3:3:0)

Students will be offered positions (paid or non-paid) with local aviation industry companies. Goals of the internship are to provide the student with actual hands-on experience working in the aviation industry. Efforts will be made to match student aviation interests with industry. Prerequisites: Senior standing, permission of department and all major upper-division courses completed or concurrent enrollment.

AFRICAN-AMERICAN STUDIES

The African-American Studies minor is an interdisciplinary program designed to give students a general introduction on the role of African-Americans in the making of the modern world. With a major focus on African-American history and culture, the minor also asks the student to consider issues of race and class within and beyond the borders of the United States, particularly Africa, Europe and the Americas. Courses supporting the African-American Studies minor are offered in history, English, sociology, communication studies, theology and music.

Minor in African-American Studies: 18 semester hours: HIST 273 (African-American Focus) plus 15 hours, of which 6 hours must be upper-division courses with a focus on Africa or the African-American experience. Possible courses include: HIST 382, 383, 384, 385, 386; ENGL 379; courses relating to African and African-American literatures; COMM 271; COMM 273, 379; SOCI 373; SOCI 231A; THEO 238; THEO 437; MUSI 379 with a focus on African or African-American music. Students may receive 3 to 6 hours study abroad after consultation with African-American Studies advisor.

APPLIED MUSIC

For applied music course listings, see "Music" in this section of the catalog.

ART

The mission of the Department of Visual Arts is to offer an undergraduate education in the liberal arts curriculum and to teach the students a number of art related subjects in preparation for professional activities. In addition, the department prepares undergraduates for a life of service and leadership through collaborative studio and art exhibition experiences university-wide as well as within local communities. The Department of Visual Arts offers a major leading to the Bachelor of Arts degree or a minor in art. The art major is designed to serve as a foundation for careers in studio work and related fields such as teaching, graphic design and industrial/business art. For some of these fields and for teaching, the student will continue study beyond the bachelor's degree in graduate school, certification programs and apprenticeships.

Major in art: 36 semester hours, (6 hrs) VART 131 and 138, (18 hrs) VART 2xx studio courses, (9 hrs) VART 3xx studio courses, and, VART 414 (1 hr) Senior Capstone I and VART 424 (2 hrs) Senior Capstone II (to be taken consecutively). Students must complete all 100 and 200 level courses and then must choose either a 2-dimensional track or a 3-dimensional track.) The Capstone may be begin in the second semester of the junior year upon completion of all 100, 200 level studio courses, or upon approval of art department.

Supporting courses for art major: 24 semester hours, including VART 274 and 275, and 18 hours in fine arts, humanities and/or social sciences.

Minor in art: 18 semester hours, including (12 hrs) VART 131, 138, 274, 275 and (6 hrs) in 233-333 or 235-335 or 237-337 or 272-372.

A studio course requires a weekly average of three hours work outside the scheduled class time.

ART

VART 131. Drawing I (3:1:4)

Drawing for potential art majors as well as those with little or no previous drawing experience. Basic concepts emphasizing the formal elements of drawing. Media include pencil, charcoal and pen and ink.

VART 136. Art Appreciation (3:3:0)

A basic course in art appreciation and perception. Concepts common to painting, sculpture, architecture and the minor arts are stressed through lecture sessions.

VART 138. Design I (3:1:4)

Introduction to the formal elements of design and principles of visual organization.

VART 231. Drawing II (3:1:4)

Theory and practice in the elements of drawing with emphasis on the human figure. Prerequisite: VART 131 or consent of instructor.

VART 232. Computer Design I. (3:1:4)

Introduction to graphic design on the computer using Adobe Photoshop and Illustrator. There are no prerequisites for this course and it is open to all students without prior knowledge of computer imaging software.

VART 233. Painting I (3:1:4)

Introduction to painting media and techniques. Personal expression through pictorial organization is stressed.

VART 235. Sculpture I (3:1:4)

Fundamental techniques and 3-dimensional concepts in producing sculpture in clay, plaster and other materials.

VART 237. Printmaking I (3:1:4)

Introduction to printmaking media and techniques. Personal expression through pictorial organization is stressed.

VART 272. Ceramics I (3:1:4)

Basic techniques in forming, decoration, and firing pottery. Emphasis on hand-building with introduction to wheel thrown forms.

VART 274. Art History of the Western World I (3:3:0)

A survey of painting, sculpture and architecture from prehistory through 1400. Non-Western art traditions included. Artistic styles, individual artistic achievements and cultural contexts will be examined.

VART 275. Art History of the Western World II (3:3:0)

A survey of painting, sculpture and architecture from 1400 through the present. Movements in style, achievements of artists and cultural contexts will be examined. (Note: VART 274 is not a prerequisite)

VART 332. Drawing III (3:1:4)

Continuation of VART 231, with emphasis on further investigation of drawing concepts and structure. Prerequisite: VART 131, 231 or consent of instructor.

VART 333. Painting II (3:1:4)

Emphasis on development of personal style, specialized concepts and techniques. Prerequisite: VART 233 or consent of instructor.

VART 335. Sculpture II (3:1:4)

Emphasis on development of personal style, specialized concepts and techniques related to 3-dimensional art. Prerequisite: VART235.

VART 336. Design II (3:1:4)

Color theory as well as concepts related to 3-dimensional form.

VART 337. Printmaking II (3:1:4)

Emphasis on development of personal style, specialized concepts and techniques. Prerequisite: VART 237 or consent of instructor.

VART 339. Watercolor (3:1:4)

Investigation of composition, color, techniques and materials related to watercolor.

VART 372. Ceramics II (3:1:4)

Continuation of VART 272 with further emphasis on wheel thrown forms, introduction to glaze calculations with emphasis on individual expression through combinations of hand-building and wheel throwing. Prerequisite: VART 272 or consent of instructor.

VART 373. Art Concepts (3:3:0)

Basic art activities in a variety of media and materials for teachers of all grades.

VART 378. Photography (3:1:4)

Introduction of historic, nontraditional and alternative methods of creating photographic imagery with the use of medium format film.

VART 379. Special Topics (3:3:0)

Designed to provide specialization in various media taught in the department.

VART 410, 420, 430. Independent Study (X:0:X)

Independent research in the visual arts under departmental supervision. Prerequisite: Consent of instructor.

VART 414. Senior Seminar I (Capstone research course) (1:0:3)

The course is to be taken by senior art majors one semester prior to graduation. The student will outline a course of research that includes critical aesthetic and ethical reading in order to fully develop a body of visual art for public display either on or off-campus. Through the writing and individual and group critiques of studio work, students will rigorously examine the work they create in order to prepare for leadership roles in their professional careers.

VART 424. Senior Seminar II (Capstone seminar course) (2:2:2)

Required of all art majors during their semester of graduation. The seminar emphasizes continued professional development of individuals in pursuit of careers in the visual arts and has the following components: exhibition and presentation methods, documentation and community service through the arts. Preparation of the body of work developed in VART 424 for exhibition, production of a digital portfolio, development of a resume, artist's statement, and biography, initiation and/or participation in community service and volunteer projects during the course of study that are related to the arts using the skills that have been acquired in the process of art-making.

VART 436. Environmental Design (3:1:4)

Exploration of three methods of environmental sculpture that include site specific, installations and earthworks.

VART 473. Advanced 2-Dimensional Studio (3:1:4)

Continuation of 2-dimensional interest (painting or printmaking) with introduction to contemporary ideas of art, emphasis on craft and broadening of critical thinking skills in preparation for a career in the visual arts. Prerequisite: Completion of 100 and 200 level required courses toward art major or consent from instructor.

VART 474. Advanced 3-Dimensional studio (3:1:4)

Continuation of 3-dimensional interest (ceramics or sculpture) with introduction to contemporary ideas of art, emphasis on craft, and broadening of critical thinking skills in preparation for a career in the visual arts. Prerequisite: Completion of 100 and 200 level required courses toward art major or consent from instructor.

ATHLETIC TRAINING

The department of kinesiology at TLU offers a curriculum leading to a Bachelor of Science degree in Athletic Training. The TLU athletic training education program is a competitive entry program with limited space and is accredited through the Commission on Accreditation of Athletic Training Education (CAATE). Graduates of the athletic training education program are eligible for Texas state licensure and

national certification through the National Athletic Trainers Association Board of Certification (BOC).

The mission of the TLU Athletic Training Program is to provide students foundational education and clinical experiences within the 8 competency areas set forth by the National Athletic Trainers' Association Education Council giving graduates the knowledge and skills necessary to pursue a career in athletic training. Emphasis is placed on fostering clinical decision making skills, communicating effectively in a variety of situations, and exhibiting professionalism as a practicing athletic trainer. Students are routinely placed in hands on learning situations to encourage the development of knowledgeable and resourceful healthcare professionals. The program strives to prepare students to become BOC certified (ATC) athletic trainers who will work and be an active participant in the athletic training profession.

CRITERIA FOR ADMISSION

All students who wish to be considered for admission to the athletic training program must complete the following:

1. Unconditional acceptance to TLU via the admissions office.
2. Completion of an athletic training program application form, returned to the program director.
3. Three reference evaluation forms completed by certified/licensed athletic trainers, instructors, supervisors, etc. who are familiar with the student. Completed forms must be returned to the program director.
4. An interview with the TLU Athletic Training Educational Program Director and Athletic Training Staff.
5. A minimum of a 2.7 cumulative GPA on a 4.0 scale for all high school and college work.
6. Students must read and sign a technical standards agreement prior to acceptance to the program.
7. Previous athletic training experience is preferred but not required.
8. Students accepted into the athletic training program as a freshman will be considered on a probationary status. The freshman athletic training student is expected to concentrate on academic course work and use field experience hours to orient themselves to the athletic training profession and TLU policies and procedures. The probationary period lasts the entire freshman year and requires all of the following to continue as a sophomore athletic training student:
 - a. Present and punctual for all classes, meetings and field experience hours.
 - b. Successful completion of Anatomy & Physiology (BIOL 147-148) with a grade of "C" or better.

- c. Successful completion of First Aid and Medical Self Help (KINS 122) or First Aid/CPR certification through the American Red Cross or American Heart Association.
- d. Successful completion of Prevention and Care of Athletic Injuries (KINS 120) with a grade of “C” or better.
- e. Positive evaluations each semester with clinical instructor.

TRANSFER POLICY

Students wishing to transfer into the TLU athletic training program must follow the same application procedures as freshmen students. The probationary first year may be waived at the discretion of the TLU athletic training staff. Criteria for waving probationary status are as follows:

1. Completion of one year Anatomy & Physiology with a grade of “C” or better.
2. Completion of Prevention and Care of Athletic Injuries, or equivalent, with a grade of “B” or better.
3. Current certification in First Aid/CPR.
4. Previous athletic training or health and wellness related experience. Experience in athletic training, physical therapy, hospital, wellness and personal fitness settings will be considered.

Students that have the probationary year waived must complete a minimum of 3 years (6 semesters) of field experience in the athletic training program. Students may be admitted directly from secondary schools or with previous college/university experience. Student applications will be evaluated and ranked based on the above criteria. The number of offers of acceptance into the program will be made based on availability of positions.

Major in Athletic Training (BS): 54 semester hours, including PRWB 130, KINS 120, 122, 135, 234, 238, 271, 272, 434, 335, 371, 372, 376, 378, 381, 476, 111P, 112P, 211P, 212P, 311P, 312P, 411P, 412P.

Supporting courses for Athletic Training: 14 semester hours, including BIOL 147, 148, 235; CHEM 130.

Course listings for the athletic training major are listed in “Kinesiology” in this section of the catalog.

RETENTION IN THE ATHLETIC TRAINING PROGRAM

In addition to probationary requirements, students must meet certain academic and professional criteria to continue and graduate from the Athletic Training Education Program. Retention criteria are as follows:

1. Maintain a minimum cumulative grade point average of 2.7 on a 4.0 scale in all work completed at TLU. If a student's GPA drops below a 2.7, they will be given one semester to bring it up to the minimum level. If the student is unable to raise their GPA to the minimum level, they will be suspended from the program.
2. Minimum grade of “C” or better in all athletic training courses in which NATA competencies are instructed. These courses include: BIOL 147, 148, 235,

PRWB 130, KINS 120, 122, 111P, 112P, 211P, 212P, 271, 272, 311P, 312P, 371, 372, 376, 378, 381, 411P, 412P. Students who do not obtain the minimum grade in these courses may repeat courses but will not be allowed to graduate with an Athletic Training Degree until the minimum requirement is met.

3. Steady progress toward completing athletic training competencies and clinical proficiencies.
4. Steady progress toward the athletic training degree.
5. Positive evaluations from athletic training faculty and clinical instructors.
6. On-time attendance at all required meetings and clinical education assignments.
7. Maintenance of professional working rapport with athletic training staff, fellow students, athletes and athletic department staff.
8. Compliance with policies and procedures outlined in the Athletic Training Student Handbook.
9. Compliance with the Technical Standards of the program.
10. Positive representation of the TLU Athletic Training Educational Program across campus in the community.

The Director of Athletic Training Education and athletic training faculty will review each student following each semester to decide on retention in the program. Compliance with these standards serves as the primary criteria for retention. Additional information may be obtained through the ATEP director.

BIOCHEMISTRY

Biochemistry is an interdisciplinary major offered jointly by the Departments of Biology and Chemistry, and administered by the Department of Chemistry. A degree in biochemistry provides the student with a broad background in the chemical and molecular aspects of the life sciences. This major is intended for those interested in employment or graduate school at the interface of chemistry and biology, and also satisfies the majority of the requirements for application to medical, dental or pharmacy school.

Major in Biochemistry (B.S.): 56 semester hours including CHEM 143, 144, 248, 249, 341, 344, 434, 437, 411, 412, 414; BIOL 143, 144, 242, 341, 444; and 3-4 hours chosen from CHEM 337, 342, 345, 379, 432, 431 or BIOL 379, 431, 438.

Supporting courses (15 hrs.): PHYS 141-142 OR PHYS 240-241; Math 241, STAT 374.

NOTE: Students majoring in biochemistry may not concurrently major or double major in either Biology or Chemistry.

For course descriptions, see the Biology and Chemistry sections of the catalog.

BIOLOGY

The biology department acquaints students with basic and advanced concepts and principles pertaining to the structure and function of living organisms. Four tracks exist to prepare students for future careers: a B.A. or B.S. in biology, a B.S. in biology (molecular track) and a B.S. in biology (environmental track). Students who seek certification for teaching at the secondary level should choose the biology major listed in the Education section of this catalog.

Emphasis on collateral training in mathematics, chemistry and physics is intended to provide an awareness of the full scope of biology and the dependence upon interdisciplinary study. A biology degree prepares students for graduate school, professional school, teaching or work in the biological sciences.

Major in Biology (B.A.) (general track): 32-35 semester hours, including BIOL 143-144 or 147-148, 111, 341, 411, 422, 436, 441; one organismal biology course (selected from BIOL 343, 431); one ecology/integrative biology course (selected from BIOL 346, 347, 473); one molecular/cell biology course (selected from BIOL 242, 432, 437, 444, 471).

Supporting courses (B.A.): 22 semester hours, including CHEM 143, 144 or 341; MATH 133 or higher; PHYS 141-142 or PHYS 240-241; STAT 374.

Major in Biology (B.S.) (general track): 41 semester hours, including BIOL 143, 144, 242, 341, 343, 347, 411, 422, 431, 441, 444, and three hours selected from BIOL 346, 414, 432, 436, 437, 438, 471, 473.

Supporting courses (B.S.): 31 semester hours, including CHEM 143, 144 or 341, 248, 249; MATH 241; STAT 374; PHYS 141-142 or PHYS 240-241.

Major in Biology (B.S.) (molecular biology specialization): 36 semester hours, including BIOL 143, 144, 242, 341, 411, 414, 422, 431, 437, 444, 471, and 3 hours selected from BIOL 432, 436, 438, 473.

Supporting courses (molecular biology specialization): 31 semester hours, including CHEM 143, 144 or 341, 248-249; MATH 241; STAT 374; PHYS 141-142 or PHYS 240-241.

Major in biology (B.S.) (environmental biology specialization): 38 semester hours, including BIOL 143, 144, 111, 242, 341, 343, 347, 411, 422, 441 and 6 hours selected from BIOL 346, 430, 431, 436, 444, 473.

Supporting courses (environmental biology specialization): 31 semester hours, including CHEM 143, 144 or 341, 248-249; MATH 241; STAT 374; PHYS 141-142 or PHYS 240-241.

Minor in biology: 18-20 semester hours, including BIOL 143-144 or 147-148; 242 or 441; and two courses selected from BIOL 341, 343, 346, 347, 431, 436, 437, 438, 444, 471, 473. (See the "Academic Requirements" section in this catalog for general requirements for a minor).

Honors Program Participants: Biology Honors students must meet the same

degree requirements as those listed for non-honors students, with the exception that 6 hours must have Biology Honors designations. HONR-designated biology courses usually include three hours Independent Study and a regular upper-division biology course with an honors contract agreement.

BIOLOGY

BIOL 111. Biodiversity in Central Texas (1:0:3)

A laboratory and field-based course for biology majors and students interested in environmental science. Students will observe, photograph and collect plant and animal specimens on field trips and then identify the specimens using taxonomic keys and field guides. Students will become familiar with the common species and taxonomic groups found in central Texas.

BIOL 130. Basic Biology (3:2:3)

A general introductory course in biology with lab. The class will cover basic structural and functional characteristics of organisms with an emphasis on current biological issues. Topics will include the effects of humans on the environment, genetic engineering and medical concerns such as cancer and AIDS. This course is designed for the non-science major.

BIOL 131. Issues in Biology (3:3:0)

An introductory course in biology without lab. The class will focus on an important issue in society and biology. The topic will be determined by the instructor among such topics as genetic technology, evolution, disease and medicine. This course is designed for the non-science major.

BIOL 143. Biological Systems I (4:3:3)

A study of the unity of life, including molecular and cellular processes; theories and evidence of evolution and the concepts of biology and its relevance to human beings.

BIOL 144. Biological Systems II (4:3:3)

A continuation of the topics of BIOL 143 with emphasis on the diversity of life, how plants and animals work and ecology.

BIOL 147. Human Anatomy and Physiology I (4:3:3)

An introductory course examining the organization of the human body and mechanisms for maintaining homeostasis. Topics include cell structure and function; basic metabolism; basic histology; and the anatomy and physiology of the integumentary, skeletal, muscular and nervous systems. Emphasis is placed upon integration of systems as they relate to normal health.

BIOL 148. Human Anatomy and Physiology II (4:3:3)

Second course in a two-semester sequence in which the organization of the human body and mechanisms for maintaining homeostasis are examined. Topics include the anatomy and physiology of the special senses and the endocrine, cardiovascular, immune, respiratory, digestive, urinary and reproductive systems.

BIOL 149. Flight Physiology (4:3:3)

Aeromedical information causes, symptoms, prevention and treatment of flight environment disorders. Altitude effects, spatial disorientation, body heat imbalance, visual anomalies and psychological factors are included as they relate to pilot performance and survival effectiveness.

BIOL 210, 220, 230, 310, 320, 330. Directed Study (X:X:X)

Individualized study courses under the general supervision of a biology faculty member. The topic, chosen by the student and approved by the faculty member and department chairperson, must be sufficiently delimited to permit oral and written reports. In this type of study, the student is expected to consult the faculty member periodically and report on progress being made. Directed study is open to students of all classifications. The student must have demonstrated a capacity to do individual work and have a minimum 2.0 cumulative grade average.

BIOL 233. Pathophysiology (3:3:0)

Examines the biological basis of common, clinical disease states. Pathophysiology is treated as a disruption of normal homeostatic mechanisms that progress beyond the normal compensatory capabilities of the human body. Prerequisite: BIOL 147 and BIOL 148.

BIOL 235. Principles of Nutrition (3:3:0)

A study of human nutrition at both the cellular and systemic levels. Each nutrient will be examined: its requirement, source, digestion, function and metabolism. Application to normal health and eating regimes will be studied as well as several specific topics including vegetarianism, weight control, eating disorders, physical fitness, chronic disease prevention and the evaluation of nutritional information. Does not apply toward a major in biology.

BIOL 219, 229, 239, 419, 429, 439. Internship In Biology/Allied Health Sciences (X:X:X)

Opportunities in specialty fields are designed to familiarize the student with the challenges, opportunities and demands inherent in specific career fields. Students can only take 3 hours of internship per semester; a maximum of six6 hours of internship can be applied toward a student's degree requirements.

BIOL 242. Microbiology (4:3:3)

An introduction to microorganisms, with emphasis on the bacteria, including the study of morphology and metabolism, culturing and staining techniques. Prerequisite: 8 hours of biology, and four hours of chemistry (may be taken concurrently).

BIOL 341. Genetics (4:3:3)

A study of the principles and molecular mechanisms of genetic transmission in higher organisms with emphasis on humans; the identification and functioning of hereditary material. Prerequisite: 12 hours of biology and MATH 133 or higher.

BIOL 343. Comparative Anatomy and Embryology of the Vertebrates (4:3:3)

An integrated study of vertebrate morphology and development. Laboratory includes study of the protochordates, lamprey, frog and chick embryos, shark and cat. Prerequisite: 8 hours of biology.

BIOL 346. Aquatic Biology (4:3:3)

A study of the functioning of freshwater ecosystems and the taxonomy, morphology and natural history of freshwater organisms. Laboratory will emphasize field techniques and identification of freshwater species, especially invertebrates. Prerequisite: 8 hours of biology.

BIOL 347. General Ecology (4:3:3)

A study of the relationships between organisms and their environment. Prerequisite: 8 hours of biology.

BIOL 379. Special Topic (3:3:0 or 3:2:3)

Specialized topics for biology majors. Offered only upon sufficient demand and availability of staff. Prerequisite: 8 hours of biology.

BIOL 410, 420, 430. Independent Study (X:X:X)

Intensive, individual study and/or research available to qualified students with a special interest in doing advanced work in specific areas not covered by regular courses. The student devises the study proposal in consultation with the faculty supervisor and obtains the approval of the department chair. Independent study is open only to juniors and seniors who have performed exceptionally well academically with a cumulative grade point average of at least 3.0. Credit earned may be from one to three hours for each course with a maximum of 6 hours in a term.

BIOL 411. Senior Capstone Seminar (1:1:0)

Preparation and presentation of a public speech and scientific poster describing research done by the student. Course will include guest lectures and discussion sessions. Prerequisite: BIOL 422.

BIOL 414. Biochemistry Lab (1:0:3)

Laboratory course in modern biochemical techniques with an emphasis on experimental design, manipulations and data analysis. Focuses on the purification and detection of proteins. Also offered as CHEM 414. Prerequisite: BIOL 242; MATH 148; CHEM 248; BIOL/CHEM 437 or BIOL/CHEM 434 should be taken in advance or concurrently.

BIOL 422. Senior Capstone Research (2:2:0)

A systematic investigation of a selected topic in biology followed by writing a scientific research report or review paper. Course will include guest lectures from leading biologists and discussion of how the student's education in biology can prepare them for leadership and service in society.

BIOL 431. General Physiology (3:3:0)

A physiochemical approach to the functioning of animal cells and the integration of major organ systems. Prerequisite: 8 hours of biology; CHEM 143 and CHEM 144 or 341; PHYS 141-142 or PHYS 240-241.

BIOL 432. Fundamentals of Neuroscience (3:3:0)

A comprehensive survey of knowledge concerning brain structure and function. Emphasis on understanding complex neuronal networks in terms of physiological and molecular mechanisms. Prerequisite: 8 hours of biology; BIOL 431 or PSYC 347, MATH 148.

BIOL 434. Biochemical Principles (3:3:0)

Study of the chemical principles behind biological systems, to include properties and types of bonds, basic chemicals of life, kinetics and thermodynamics as they relate to biological reactions, enzymes and their properties. Also offered as CHEM 434. Prerequisites: CHEM 248 and BIOL 242.

BIOL 436. Developmental Biology (3:3:0)

This course explores the processes and mechanisms that control animal development and embryogenesis with a focus on molecular, cellular and genetic approaches. Topics include the following: fertilization, early embryogenesis, cell differentiation, axis formation, organogenesis, stem cells, sex determination and limb development. Prerequisite: BIOL 341.

BIOL 437. Metabolic Biochemistry (3:3:0)

Study of the pathways of carbohydrate, lipid, and amino acid metabolism, including the regulation of enzymes involved in those pathways. Also offered as CHEM 437. Prerequisites: BIOL 242 and CHEM 248.

BIOL 438. Immunology (3:3:0)

An intensive study of immunology, including innate immunity, cell-mediated and humoral aspects of acquired immunity and immune disorders. Prerequisite: BIOL 242.

BIOL 441. Plant Structure and Classification (4:3:3)

A study of vascular plants emphasizing anatomy, morphology, diversity and classification. In part, laboratory will focus on techniques for identifying plants of the local flora. Prerequisite: 8 hours of biology.

BIOL 444. Molecular Biology (4:3:3)

A study of the synthesis, localization, structure and function of biomolecules with emphasis placed on the gene. Topics in lecture will focus on gene structure, DNA replication, recombination, gene expression, signaling pathways that control gene expression and bioinformatics. Laboratory will emphasize current molecular biology techniques. Prerequisite: BIOL 341, CHEM 248, MATH 133 or higher.

BIOL 471. Cell Biology (3:3:0)

The investigation of the structure of eukaryotic cells including membranes, organelles and the cytoskeleton, the regulation of cell division and current research methods used in cell biology. The course will culminate with a focus on cancer biology and stem cell biology. Prerequisite: BIOL 341.

BIOL 473. Evolutionary Biology (3:3:0)

An exploration of historical and current ideas in evolutionary biology, with a focus on biological mechanisms, scientific methods and evolutionary theory. Prerequisite: 8 hours of biology.

BUSINESS ADMINISTRATION

Students seeking degrees in business can pursue a Bachelor of Business Administration (B.B.A.) degree with specializations in accounting, economics, finance, management, marketing, international business and aviation management. The Department of Business Administration and Economics has a specialized accreditation by the Accreditation Council for Business Schools and Programs (ACBSP). In addition, the undergraduate accounting program has received separate accounting accreditation from ACBSP.

Graduates of the Department of Business Administration and Economics will be equipped with the technical knowledge and professional skills (including reasoned judgment, effective communication and ethical decision making) to begin a successful career or graduate school.

Major in Business Administration (BBA) Core curriculum: 33 semester hours, including BUSI 231-232, 337, 338, 373, 377, 378, 471, 477, 486 and 335 (for accounting specialization) or 339 (for non-accounting specializations).

PROFESSIONAL SPECIALIZATIONS:

Accounting: 24 semester hours including BUSI 332, 343, 334, 336, 376, 478; 5 additional hours of upper division accounting electives.

Supporting courses for Accounting specialization: 27 semester hours, including MATH 133, MATH 136; STAT 374; ECON 237, ECON 375; COMM 374; ISYS 231, ISYS 232; 3 hours psychology or sociology.

Aviation Management: 18 semester hours including BUSI 131, 384, 386, 492, 493, and three hours of electives in Business (BUSI), Economics (ECON), or Computer Science (CSCI).

Supporting courses for Aviation Management specialization: 27 semester hours including MATH 133, MATH 136; STAT 374; ECON 237, ECON 374; COMM 374; ISYS231, ISYS232; 3 hours psychology or sociology.

Economics: 15 semester hours including ECON 373, 374, 375, 431, and 3 additional hours of economics at the 300 or 400-level.

Supporting courses for Economics specialization: 21 semester hours including MATH 133; MATH 136 or MATH 241; STAT 374; STAT 375; ECON 237; COMM 374; plus 3 hours political science.

Finance: 19 semester hours including BUSI 343, 431, 484; ECON 373 and ECON 431; 3three additional hours of upper-division accounting.

Supporting courses for Finance specialization: 30 semester hours to include MATH 133, MATH 136; ISYS 232; STAT 374, STAT 375; ECON 237, ECON 374, ECON 375; COMM 374; PSYC 131.

International Business: 15 semester hours including BUSI 431, 439 (must be taken during TLU-approved study abroad program); BUSI 490; BUSI 494; ECON 431.

Supporting courses for International Business specialization: 30 semester hours, to include MATH 133, MATH 136; STAT 374; ECON 237, ECON 375; COMM 374; 6 hours from GEOG 234, HIST 234, INTR 231, POLS 235, POLS 337, SOCI 239; 6 hours of foreign language.

Management: 15 semester hours including BUSI 374, 432, 472, 494, and 3 hours of electives in business, economics or information systems.

Supporting courses for Management specialization: 27 semester hours to include MATH 133, MATH 136; STAT 374; ECON 237, ECON 374; COMM 374; ISYS 231, ISYS 232; 3 hours psychology or sociology.

Marketing: 15 semester hours including BUSI 371, 372, 474, 490 and 3 hours of electives in business, economics, social entrepreneurship or COMM 236.

Supporting courses for Marketing specialization: 27 semester hours to include MATH 133, MATH 136; STAT 374; ECON 237, ECON 374; COMM 374; ISYS 231, ISYS 232; 3 hours of psychology or sociology.

Note: All upper-division coursework must be accomplished either in residence

or as upper-division coursework at another four-year institution. Course requirements to meet one specialization area cannot be used to meet requirements for another area of specialization.

Master of Accountancy: Students interested in receiving a Master of Accountancy degree concurrently with the B.B.A. in business administration should see “Accounting” in this section of the catalog for details.

Major in economics: Students interested in receiving a B.A. degree in economics should see “Economics” in this section of the catalog for details.

Minor in business administration: 18 semester hours, including ECON 237, BUSI 235, 337, 373, 374, and 491.

BUSINESS ADMINISTRATION

BUSI 131. Introduction to Aviation Management (3:3:0)

A study and general survey of the field of aviation business. The course will include a historical overview of the development of aviation and will survey various aspects of the airline industry. Corporate aviation, general aviation, aviation manufacturing and support businesses, marketing and modes of competition will be discussed.

BUSI 132. Introduction to e-Business (3:3:0)

This course stresses the unique aspects of business models, strategies and tools which are used by businesses and organization as a viable means of differentiation and competition. Students will learn strategies involved in internet marketing, e-commerce, customer relationship management, social media as a communication tool, privacy and legal issues, logistics and procedures and e-business strategic management. Students will be able to contrast a traditional model of business with the e-business model.

BUSI 231, 232. Principles of Accounting (3:3:0 each)

Financial accounting processes for service and merchandising enterprises, payables and inventories, deferrals, accruals, and long-lived assets; accounting systems and concepts; partnerships and corporations; decision-making; and financial statement analysis.

BUSI 235. Survey of Accounting (3:3:0)

Introduction of business transactions and financial statements, analysis of business operations and ratio analysis tools for evaluation of company financial statements. May not be used by business majors to fill BUSI /ECON/CSCI elective requirement.

BUSI 324. Accounting Seminar (2:2:0)

Exposure to professional issues of accounting practice using a workshop format. Prerequisite: BUSI 343.

BUSI 332. Accounting Information Systems (3:3:0)

Accounting information systems of organizations including business processes, fundamentals of systems and information technology, internal controls and IT auditing. Prerequisite: BUSI 232.

BUSI 335. Business Law (3:3:0)

A survey of the principles of legal issues encountered by accountants, including the AICPA Code of Professional Conduct, contracts, uniform commercial code, accountant's legal liability, commercial paper, secured transactions, bankruptcy, federal securities acts, property, insurance agency and business organizations. This course is especially designed for accounting majors and covers subjects found on CPA examinations. Prerequisite: BUSI 343.

BUSI 336. Individual Income Tax (3:3:0)

Analysis of federal tax laws, emphasis being placed on the determination of net taxable income and the preparation of income tax returns for individuals. Prerequisite: BUSI 232 or 235.

BUSI 337. Principles of Marketing (3:3:0)

Examination of marketing principles, concepts, strategies, tactics and analytical tools used by profit and nonprofit organizations to selected target groups. Emphasis on the managerial aspects of marketing to develop, promote, distribute and price the firm's offerings in a dynamic, diverse environment. Prerequisite: sophomore standing.

BUSI 338. Quantitative Applications (3:3:0)

Introduces quantitative analysis techniques in business decision-making situations. Includes topics such as forecasting, decision analysis, utility theory, game theory, project management, inventory control and linear programming. Prerequisite: STAT 374

BUSI 339. Business and its Legal Environment (3:3:0)

A survey of the legal environment of business organizations designed to provide an understanding of laws and regulations that seek to govern the relationships between business and various other groups including employees, government entities, consumers, and investors. Topics covered include contracts, government regulation, employer-employee relations and business ethics.

BUSI 343. Intermediate Accounting I (4:3:1)

Financial accounting and reporting, including theoretical concepts; financial statement presentation and disclosures; current assets; current liabilities; property, plant and equipment; short-term investments; present value analysis; and intangible assets. Prerequisite: BUSI 232

BUSI 344. Intermediate Accounting II (3:3:0)

A continuation of BUSI 343, including accounting for long-term liabilities and bonds; corporate capital; revenue recognition; long-term investments; fair value measurements; cash flow statement; pensions; and leases. Prerequisite: BUSI 343

BUSI 371. Professional Selling and Sales Management (3:3:0)

An overview of techniques used in professional selling, sales planning and the management of sales relationships. Experiential exercises and role-playing will be used to provide students an actual experience in the techniques of professional selling. Sales management issues examined are compensation, sales training, planning, evaluation and motivation.

BUSI 372. Advertising and Promotional Strategies (3:3:0)

A study of advertising and promotion as communication tools in marketing and business management. Students will develop an understanding of the process of creating effective advertising and promotional campaigns. Emphasis will also be placed on media planning, budgeting and internet strategies.

BUSI 373. Principles of Management (3:3:0)

Examination of the basic management functions of business enterprise with coverage of the management principles of planning, organizing, directing and controlling. A behavioral approach is taken by stressing the manager's role in working with and motivating individuals and groups. Prerequisite: Sophomore standing.

BUSI 374. Entrepreneurship and Leadership Concepts (3:3:0)

An introduction to the knowledge and skills required by those who are interested in pursuing a career as an entrepreneur. Many of the issues addressed, including a strong leadership component, will have value for those who will work in small growing businesses or even larger, more structured business environments. The dynamic nature of creative capitalism provides a continuing demand for leadership and entrepreneurial skills. Prerequisite: BUSI 373.

BUSI 376. Managerial Cost Accounting (3:3:0)

The study of cost/managerial accounting in planning and controlling to include global competition, ethical considerations and customer satisfaction. These include management systems, performance measurement systems, cost-volume-profit analysis, planning, budgeting, costing and variance analysis areas. Prerequisite: BUSI 232.

BUSI 377. Business Finance (3:3:0)

A study of financial practices and financial management in business. In-depth problem oriented study of funds flow, financial analysis and planning, time value of money, risk and return, valuation of assets, cost of capital and capital budgeting. Prerequisite: BUSI 232.

BUSI 378. Business Communications (3:3:0)

Communication theory and applications to business writing; basic elements and problems relating to correspondence, techniques and problems of report writing. Prerequisite: Sophomore standing.

BUSI 379. Special Topic (3:3:0)

Designed for students majoring in business administration. May be repeated for credit when topics change.

BUSI 384. Aviation Regulatory Compliance (3:3:0)

A study of U.S. and international aviation law including in-depth coverage of constitutional, criminal, civil, common and international law as it relates to aviation activities.

BUSI 386. Aviation Management (3:3:0)

An introduction to aviation business management. Emphasis on financial marketing, human resources and administrative and information systems essential for successful business operations. Prerequisites: Sophomore standing.

BUSI 410, 420, 430. Independent Study (X:X:X)

Independent study by students majoring in business. Departmental approval required.

BUSI 419, 429, 439. Internship (X:X:X)

Designed to provide business majors with an opportunity to apply their classroom knowledge in a real business or firm and to gain hands-on experience in their major. No more than three hours may be counted toward the major. Department approval required.

BUSI 431. Investments (3:3:0)

A study of the environment and tools of investment. Emphasis on securities markets; fixed-income securities, common stock, and derivatives; portfolio construction; investment management and tax considerations. Reports and presentations on current periodical research and participation in a portfolio management exercise are required. Prerequisite: BUSI 377.

BUSI 432. Operations Management (3:3:0)

Management of the operations function of both manufacturing and service organizations: how to make decisions about product, processes, location, layout, inventory, supply chains, quality, scheduling and job design. Prerequisites: BUSI 373.

BUSI 471. Business Strategy (3:3:0)

A simulation course in strategy formulation and execution that integrates knowledge in accounting, economics, finance, marketing and management. Identifying and solving strategy problems through analysis of company operations. Designed as a capstone course. Prerequisite: Senior standing and BUSI 337, 338, 373, and 377. Note: This capstone course may not be transferred in from another institution.

BUSI 472. Human Resource Management (3:3:0)

A study of the human resource function as it applies to organizational effectiveness, employment planning, recruitment, selection, placement, compensation, training and development, performance appraisal, labor relations and safety. Prerequisite: BUSI 373.

BUSI 474. Marketing Research (3:3:0)

Study of the sources and applications of information necessary for the solution of marketing problems. A managerial approach is taken by stressing informational requirements of marketing managers, the decision-making process and the uses of research in marketing management. Prerequisite: BUSI 337 and STAT 374 or BUSI 338.

BUSI 476. Corporate Tax (3:3:0)

A study of the tax laws and regulations applicable to the formation, operation and liquidation of corporations and pass-through entities, including partnerships, and S corporations together with the preparation of federal tax returns for such entities. Prerequisite: BUSI 336.

BUSI 477. International Business and Multinational Operations (3:3:0)

A study of the dimensions of business operations and policies particular to international business and global competition. Students will analyze the problems and perspectives of conducting business across national boundaries and within a multinational environment, and gain insights into the environmental impact of international business activities. The ability to analyze corporate decisions as they relate to international marketing is stressed. Prerequisite: BUSI 373.

BUSI 478. Auditing Principles (3:3:0)

A study of the theory of auditing, including overall auditor responsibilities, the audit process, reporting requirements and ethical responsibilities. Prerequisite: BUSI 334 and BUSI 332.

BUSI 480. Accounting for Government and Not-for-Profit Organizations (3:3:0)

A study of accounting, budgeting, fiscal procedures and financial records of governmental funds, colleges and universities, health care entities and private nonprofit organizations. Prerequisite: BUSI 334.

BUSI 484. Advanced Corporate Finance (3:3:0)

A study of the theories and methods used to determine the market value of firms through risk-based discounting of expected future cash flows; covers both projection of free cash flows to investors as well as selection of discount rates based on anticipated risk; international risk management also considered. Prerequisite: BUSI 377.

BUSI 485. Fraud Examination (3:3:0)

Principles and methodologies of detecting and deterring fraud using accounting, auditing and investigative skills. Prerequisite: BUSI 232 or 235

BUSI 486. Business Ethics (3:3:0)

The study of ethical theory and its application to business decisions, ethical issues in marketing, finance, management and accounting, codes of ethical conduct and ethical decision making. Prerequisite: Junior standing.

BUSI 490. International Marketing (3:3:0)

An introduction to the important factors to be considered when marketing a product or service globally. Special emphasis will be placed on cross-cultural issues. Students will learn how to conduct a country analysis and to develop a marketing strategy based on this analysis. Prerequisite: BUSI 337.

BUSI 491 Applications of Business Strategy

An examination of the managerial and strategic dimensions of decision making in various application contexts. This course serves as the capstone for a minor in business and requires a major project in the student's major field of study. Prerequisites: ECON 237, BUSI 235, 337, 373, & 374.

BUSI 492. Airline Management (3:3:0)

An introduction to the administrative aspects of airline operations and management. Topics include demand modeling and forecasting, analyzing market competition, schedule planning, fleet assignment, crew scheduling, maintenance routing, irregular operations management, revenue management, the theory of pricing and marketing and sales initiatives. Prerequisite: BUSI 384.

BUSI 493. Airport Management (3:3:0)

A study of the major functions of airport management including facilities and services organization, human resources, maintenance, planning and zoning, operations, revenues and expenses, public relations, ecology and safety. Prerequisite: BUSI 386.

BUSI 494. Logistics and Supply Chain Management (3:3:0)

A study of supply chain fundamentals such as logistics, supply/supplier management, resource planning, inventory management and process management. Special attention is given to international logistics. Prerequisite: BUSI 373.

BUSINESS OF THE ARTS

The business of the arts minor is designed for visual, theatre and music artists who are considering careers as directors or managers of nonprofit companies. These courses will familiarize students with the business components unique to nonprofits, and will provide them with the foundation necessary to work with organizations such as art galleries, theatres, museums, cultural arts centers, the music industry or music academies.

Minor in Business of the Arts: Visual Arts major, plus 18 hours including ECON 237, BUSI 235, BUSI 337, BUSI 373, BUSI 374, BUSI 491.

BUSINESS METHODS FOR HISTORIANS

The minor in business methods for historians is designed for history majors who are considering careers in public history or who want to apply historical skills in other careers. These courses will familiarize students with the business components unique to public institutions and nonprofits, and will work with organizations such as museums, art galleries or cultural centers.

Minor in Business Methods for Historians: History major, plus 18 hours, including ECON 237, BUSI 235, BUSI 337, BUSI 373, BUSI 374, BUSI 491 also includes a project in student's area of interest in history.

BUSINESS OF SCIENCE

The business of science minor is designed for science students who are considering a career as a scientist, professor, or medical practitioner. Upon successful completion of the minor, the student will understand the fundamentals and cultures of both business and science, understand how successful science depends on application of business principles and will be able to communicate effectively across discipline lines.

Minor in Business of Science: 18 semester hours: ECON 237, BUSI 235, 337, 373, 374, 491. In addition, students must complete 16 hours of major-level coursework from one of the following disciplines: biology, chemistry or physics.

CHEMISTRY

The mission of the department of chemistry is to educate students in the fundamentals of the science of chemistry and to produce scientifically curious and literate graduates who are prepared to contribute to scientific advancement.

The goals of the department are the following:

- To prepare students with a set of competencies (below) that are identified as essential for students that desire to enter professional work in chemistry at the bachelor's level or who wish to pursue post-graduate work for advanced degrees in chemistry.
 - Scientific literacy
 - Problem solving
 - Quantitative reasoning
 - Effective communication of scientific information
 - Laboratory research skills
- To provide the requisite education in chemistry for other professional areas such as preparations for medical school, dental school, other health-related fields, engineering, etc.

- To provide a broad base knowledge in the discipline of chemistry as well as build a base of scientific literacy for students majoring in areas other than the natural sciences.

Major in chemistry (B.A.): 36 semester hours, including CHEM 143, 144, 248, 249, 341, 342, 344, 411, 412, 432; and 3 hours chosen from the following: CHEM 335, 337, 345, 379, 414, 431, 437, 471.

Supporting courses (B.A.): 25 semester hours, including 8 hours of physics, MATH 241; and 13 hours (9 hours 200-level or above, not to include MATH 375-376) from the natural sciences (other than chemistry) or mathematics.

Major in chemistry (B.S.): 46 semester hours, including CHEM 143, 144, 248, 249, 337, 341, 342, 344, 345, 411, 412, 432; 3 hours from CHEM 210, 220, 230, 310, 320, 330, 379, 414, 437, 431 or 471; and 3 hours chosen from CHEM 219, 229, 239, 335, 419, 429, 439, 410, 420, 430.

Supporting courses (B.S.): 28 semester hours, including 8 hours of physics; MATH 241-42; and 12 semester hours (9 hours 200-level or above, not to include MATH 375-376) from mathematics, physics, computer science, STAT 374 or BIOL 341, BIOL 414, BIOL 431, BIOL 432 or BIOL 444.

Minor in chemistry:

Option one: 19-20 semester hours, including CHEM 143, 144 or 341, 248-249, and one course from CHEM 337, 342, 344, or 432.

Option two: 19-20 semester hours, including CHEM 143, 144 and 3 courses from CHEM 341, 342, 344, or 432.

The Chemistry Department also strongly supports the Business of Science minor.

CHEMISTRY

CHEM 130. Introductory Chemistry (3:2:3)

A general introductory chemistry course with a weekly laboratory component. Topics in this course will include inorganic chemistry, organic chemistry, nuclear chemistry, problem solving, stoichiometry and basic nomenclature. The course is designed for non-science majors.

CHEM 143. General Chemistry I (4:3:3)

An introduction to the general concepts of chemistry designed for the physical and life science major. Topics will include valency, chemical structure and bonding; the periodic table; reactions and stoichiometry; states of matter; thermochemistry and chemical solutions.

CHEM 144. General Chemistry II

An introduction to the chemistry of gases, chemical kinetics, chemical equilibrium, acid-based chemistry and redox-chemistry. Prerequisite: CHEM 143.

CHEM 147. Chemistry for the Health Professions

An introductory course designed for allied health sciences and pre-nursing students. Principles of atomic structure, periodicity, chemical bonding, molecular structure, stoichiometry, states of matter, thermodynamics, acids and bases, concentration units, kinetics, equilibria, nuclear chemistry and electrochemistry will be discussed. Additionally, fundamentals of organic nomenclature and a survey of the physical, chemical and biological properties of the main organic functional groups will be covered.

CHEM 219, 229, 239, 419, 429, 439. Internship In Chemistry/Allied Health Sciences (X:X:X)
Opportunities in specialty fields are designed to familiarize the student with the challenges, opportunities and demands inherent in specific vocational areas. Maximum credit allowable: 3 semester hours.

CHEM 210, 220, 230, 310, 320, 330. Directed Study (X:X:X)

An individualized course generally under the direction of a chemistry faculty member. The topic is chosen by the student and approved by the faculty member and department chairperson.

CHEM 248. Organic Chemistry I (4:3:4.5)

An introduction to the concepts of organic chemistry including organic functional groups, reactions, synthesis and mechanisms. Prerequisite: CHEM 143 and either CHEM 144 or CHEM 341.

CHEM 249. Organic Chemistry II (4:3:4.5)

Building on the foundations of CHEM 248, this course examines spectroscopy, synthesis, reactions and mechanisms, and uses these topics in solving complex problems. Prerequisite: a grade of C or better in CHEM 248 or permission of the instructor.

CHEM 335. Quantum Mechanics (3:3:0)

An introduction to the theory and methods of quantum mechanics. Topics include observables, operators, eigenvalues, stationary states and time evolution of solutions to the Schrödinger equation including 1-D potentials, central potentials, the hydrogen atom, angular momentum and spin. Also offered as PHYS 335. Prerequisites: PHYS 334 or CHEM 345, and MATH 333.

CHEM 337. Intermediate Organic Chemistry (3:3:0)

An intensive study of advanced organic chemistry including molecular orbital theory, computational chemistry, organic mechanisms and reactivity. Prerequisite: CHEM 249.

CHEM 341. Analytical Chemistry (4:3:4)

A study of chemical equilibria including acid/base and oxidation reduction chemistry and electrochemistry including biochemical systems. An introduction to spectroscopy is also covered. The laboratory covers volumetric, potentiometric, and spectroscopic methods. Prerequisite: CHEM 143.

CHEM 342. Instrumental Techniques (4:3:4)

A study of the theory and application of modern instrumental techniques of chemical analysis. The laboratory work will illustrate the use of these instruments in modern chemistry. Prerequisite: CHEM 248 and 341.

CHEM 344. Physical Chemistry I (4:3:4)

Study of classical thermodynamics and kinetics including applications to gases, lipids, solutions and phase equilibria, ionic equilibrium and electrochemistry. Prerequisite: CHEM 341, MATH 241, PHYS 141 or PHYS 240.

CHEM 345. Physical Chemistry II (4:3:4)

Study of the fundamentals of quantum mechanics, chemical bonding, spectroscopy, photochemistry and statistical mechanics. Prerequisite: CHEM 344.

CHEM 379. Special Topic (3:3:0)

A course for advanced students in chemistry and physics covering such areas as theoretical chemistry, electronics, quantum mechanics and thermodynamics. Offered only upon sufficient demand and availability of staff. Prerequisite: 12 semester hours of chemistry and MATH 241.

CHEM 410, 420, 430. Independent Study (X:X:X)

Specialized individual work and seminars not covered by regular courses for advanced students. Consult advisor before registering. Prerequisite: 16 hours of chemistry.

CHEM 411. Senior Seminar I (1:X:0)

Choice of seminar topic and research methods, culminating with the writing of a research paper and an oral presentation. In addition, seminars from professional chemists will be heard and analyzed. Prerequisite: Senior standing or consent of instructor.

CHEM 412. Senior Seminar II (1:X:0)

Guidelines for an effective chemistry seminar, culminating in the presentation of a seminar and submission of a written research paper. In addition, seminars from professional chemists will be heard and analyzed. Prerequisite: CHEM 411.

CHEM 414. Physiology/Biochemistry Laboratory (1:0:3)

Laboratory course in modern biochemical and physiological techniques with an emphasis on experimental design, manipulations and data analysis. Limited to juniors and seniors. Also offered as BIOL 414. Prerequisite: BIOL 242, MATH 148, CHEM 248; BIOL 431 and/or BIOL437 should be taken in advance or concurrently.

CHEM 431. Spectroscopy (3:3:0)

Rigorous introduction to the theory and applications of ultraviolet, infrared, mass, nuclear magnetic resonance and Raman spectroscopy. Prerequisite: CHEM 249. Corequisite: CHEM 345.

CHEM 432. Advanced Inorganic Chemistry (3:3:0)

A study of advanced concepts of inorganic chemistry including periodic properties of the elements, nature of the chemical bond, theories of acids and bases, redox chemistry, molecular symmetry, transition metal complexes, organometallic and bioinorganic chemistry. Prerequisite: 16 hours of chemistry.

CHEM 434. Biochemical Principles (3:3:0)

Study of the chemical principles behind biological systems, to include properties and types of bonds, basic chemicals of life, kinetics and thermodynamics as they relate to biological reactions, enzymes and their properties. Also offered as BIOL 434. Prerequisites: CHEM 248 and BIOL 242.

CHEM 437. Metabolic Biochemistry (3:3:0)

Study of the pathways of carbohydrate, lipid, and amino acid metabolism, including the regulation of enzymes involved in those pathways. Also offered as CHEM 437. Prerequisites: BIOL 242 and CHEM 248.

CHEM 471. Polymer Chemistry (3:3:0)

Fundamental concepts of polymer chemistry, including mechanisms for synthesis, kinetics and copolymerization; molecular weight, stereoisomerism, morphology, solubility and thermal transitions; viscoelasticity and rubber elasticity; and the molecular basis for physical properties. Prerequisite: CHEM 249 and 344.

COMMUNICATION STUDIES

Mission Statement: The communication studies major introduces students to the process of communicating, including the symbolic and informational nature of messages themselves and the cultural and experiential process by which people learn to share meaning in the communicative situation. The major encourages students to learn to think critically about communication in a variety of organizational, group, interpersonal and mediated contexts through coursework designed to move them toward practical engagement with real-world problems of culture, identity, conflict and technological change. All courses involve some element of public speaking and small group communication experience.

Goals: The communication studies major teaches students the oral, written and visual communication skills employers desire while emphasizing argument, theory, research and collaborative work. The major teaches students a variety of theories of communication and insists that the students be able to apply those theories to the analysis and practice of everyday communication situations from the family to the international arena, from the internet to the silver screen and from the corporation to the classroom. A communication studies major will be able to not only understand, but also to skillfully adapt to these diverse communication environments.

Career opportunities: Students planning to enter the following fields may wish to consider a major in communication studies: management, law, journalism, the web, counseling, international business, media production, teaching, politics, advertising, public relations, film and mediation. Students who decide to pursue graduate study will be well prepared to enter programs in communication, cultural studies, law, business, film, the humanities and most social sciences, including anthropology, sociology, folklore, psychology and mass communication.

Major in Communication Studies: 30 semester hours, including 2 of the following tracks: Rhetoric & Leadership (COMM 274, COMM332); Professional Communication (COMM236, COMM336); Media Studies (COMM273, COMM373); Journalism 2.0 (COMM 235, COMM 339); Culture & Identity (COMM271, COMM 377). Students must also complete COMM 338; COMM 374; COMM 379 or 439; COMM 434; and 2 additional COMM electives. To earn an optional concentration, the 2 additional COMM electives must make up a third track.

Supporting courses: 18 semester hours, including 3 hours of any 200-level literature course; ENGL 371 or 374; 3 hours of any other 300- or 400-level ENGL course; SPAN 132 and 231, or the equivalent in another language; MATH 139.

Optional Concentrations:

- Media Organization Management (Rhetoric & Leadership, Professional Communication, Journalism 2.0)
- Entertainment Studies/Journalism (Media Studies, Rhetoric & Leadership, Journalism 2.0)

- Cultural Studies (Rhetoric & Leadership, Media Studies, Culture & Identity)
- Nonprofit Leadership (Rhetoric & Leadership, Professional Communication, Culture & Identity)
- Technology & Culture (Media Studies, Journalism 2.0, Culture & Identity)

Minor in Communication Studies: 18 semester hours, including at least 9 hours of upper-division COMM courses.

COMMUNICATION

COMM 235. Introduction to Journalism (3:3:0)

Introduction to news judgment, reporting and writing. Includes basic interviewing skills and introduction to photography for reporters. Special attention is paid to the style of writing that is used in news media and public relations. Prerequisite: COMP 132.

COMM 236. Public Relations (3:3:0)

An introduction to theories of public relations, with specific emphasis on various real-world contexts and problem-solving techniques. Theories of social influence and persuasion, campaign, design, ethics and law are also covered.

COMM 237. College Violence (3:3:0)

This course will focus on college violence as social practice. We will explore theory to help us understand how violence is produced and practiced as well as what we can do to prevent, intervene, and respond to college violence. This course will address real cases and engage with the community as we work to address college violence. This course meets the general education civic engagement competency.

COMM 271. Ethnography (3:3:0)

An introduction to qualitative communication and cultural research and the interpretive, critical and performative paradigms. Includes work on participant observation, field notes, interviewing, journaling, personal narrative, data analysis, personal narrative and autoethnography.

COMM 273. Media and Popular Culture (3:3:0)

An introduction to the critical analysis of popular culture and its effects. Students will learn and apply methods of textual, genre, institutional, cultural and audience analysis.

COMM 274. Rhetoric (3:3:0)

An introduction to the critical analysis of persuasion. Students will learn and apply methods of textual, visual, narrative, argumentative, ideological, historical and social movement analysis.

COMM 309/319. Mock Trial (1:1:X)

Classroom instruction on history and theory of debate and forensics. Required in order to participate in the TLU Mock Trial program. (Also listed as POLS 319).

COMM 332. Leadership for Social Change (3:3:0)

This course takes an experiential approach to analyze how people become and act as agents of change. Service learning takes place within the context of exploration of the development of leadership theory. Topics of analysis include citizenship, communication, conflict, ethics, motivation, power and team building.

COMM 336. Negotiation & Facilitation (3:3:0)

A practice-based investigation of questions of communication and leadership in real world settings, including the online, corporate, civic and social movement environments. Issues of conflict, culture and power will receive specific emphasis.

COMM 338. Legal & Ethical Issues in Communication (3:3:0)

Topics include exploration of First Amendment doctrines and issues of free expression, problems of social justice, ethical and legal issues facing professional communicators, case studies in interpersonal, group, institutional, mediated, public and international communication. Theories of ethics will be introduced and critically applied.

COMM 339. Social Media & Society (3:3:0)

This course provides an exploration of social media technologies and their use. Students will place this communication behavior in a context of available research from the fields of communication, psychology, sociology, political science, public relations, education, ethics and marketing. The course will combine hands-on work with technologies, qualitative research methods, reading, and critical discussion of the implications for society of new technologies for communication.

COMM 373. Film Studies (3:3:0)

An introduction to film, with emphasis on film theory, criticism and history, and on the technical aspects of filmmaking. The course will focus on a different genre of film each time it is offered. Past examples are film noir, vampire films, the romantic comedy and films directed by women.

COMM 374. Professional Speaking (3:3:0)

A pragmatic approach to public speaking, emphasizing the skills necessary to adapt to diverse audiences in a variety of professional settings. Both persuasive and informative speaking are emphasized, as are research-based argument construction and collaborative projects.

COMM 377. Gender (3:3:0)

An exploration of gender as a socially constructed communicative phenomenon materially embodied through practice. Critical, postmodern, performative and queer theories will be applied toward questions of subjectivity, agency and the social field.

COMM 378. Advanced Presentational Speaking (3:3:0)

An intensive seminar and practicum in presentational speaking and facilitation. The presentation of arguments based on multi-methodological data in a variety of professional contexts is emphasized as is the integration of speaking with social media. Prerequisite: (2) 200-level ENGL or COMM courses.

COMM 379. Special Topics (3:3:0)

A seminar devoted to exploring a range of topics within the diverse field of communication studies. Representative courses include: Visual Culture, Environmental Communication, Hate, The Rhetoric of Social Protest, Zombies, Writing About Food, Film Noir, Family Communication, The Comic Book and Critical Pedagogy. May be taken multiple times for credit.

COMM 434. Senior Thesis (3:3:0)

An advanced study of different kinds of research traditions in communication studies. Students work toward creation of a thesis project advised by a member of the English and communication studies department faculty. Results of this research will be presented to the full faculty. Prerequisite: ENGL 371 or 374.

COMM 439. Internship (3:X:X)

Students work with an advisor in the department of English and communication studies to design and organize the internship prior to enrolling in the course. Students are placed in positions both on and off campus.

COMM 440. Washington Semester Research (4:0:0)

Supervised, individual research in Washington, D.C. designed in consultation with TLU and American University. Required as part of the Washington semester program.

COMM 441. Washington Semester Seminar in Journalism (4:2:2)

An intense study of gathering, writing and presenting the news. The course includes seminar meetings with reporters, news executives, news sources, and informed observers of news in Washington, D.C. The seminar provides a thorough background in the practices, problems, and promises of the profession. Students will learn the workings of large and small newspaper, and broadcast news bureaus. Prerequisite: Junior standing and approval of TLU's Washington Semester Committee.

COMM 442. Washington Semester Seminar in Journalism II (4:2:2)

A continuation of COMM 441.

COMM 449. Washington Semester Internship in Journalism (4:0:8)

This course helps the student gain accurate insight into journalism through "real world" experience. Participation is required in the daily operation of news and public affairs organizations. Internships are available at newspapers, newspaper bureaus, newsletters and bureaus for other publications, broadcast stations and broadcast news bureaus. Academic requirements and office supervisor's evaluation determine final grading credit

COMPUTER SCIENCE

The mission of the computer science program is to provide quality undergraduate education for TLU students. Because of the central place of computer applications in American life, every student, regardless of the chosen major, will be better prepared for life by taking courses from this program. Students majoring in computer science earn a B.A. or B.S. degree and are prepared for further study in graduate school or to take an entry-level position in business or industry. Requirements for the B.S. degree in information systems are described later in this catalog. See "Information Systems" in this section. CSCI students cannot major or minor in ISYS.

Major in Computer Science (B.A.): 27 semester hours including CSCI 238, 239, 332, 335, 337, 434, and 437, 6 additional hours in computer science (3 hours upper-division).

Major in Computer Science (BS): 36 semester hours including CSCI 238, 239, 332, 335, 337, 434, and 437, 15 additional hours in computer science (12 hours upper-division).

Supporting courses for both B.A. and B.S.: MATH 136 or 241, MATH 233, STAT 374, STAT 375, COMM 374, and 9 additional semester hours selected from MATH 148 or higher, upper-division ISYS, BUSI 231 or 235, BUSI 338, BUSI 373, BUSI 378. Note: students can satisfy the math minor through careful choices in supporting coursework.

Minor in Computer Science: 18 hours including CSCI 238, CSCI 239, 12 additional hours in computer science (9 hours upper-division).

COMPUTER SCIENCE

CSCI 136. Introduction to C Programming (3:3:0)

A basic introduction to computer programming in the C language. This course may not count toward the major or minor in computer science.

CSCI 238. Object-Oriented Programming (3:3:0)

An introduction to computer programming in Python including language syntax, control mechanisms, classes and objects, file input and output, recursion and lists. This is a first course for computer science majors. Prerequisite: MATH 133 or consent of instructor.

CSCI 239. Object-Oriented Design and Methodology (3:3:0)

As a sequel to CSCI 238, this course continues the study of programming with a strong emphasis on object-oriented design. This course will use the Java language, and topics will include class development, arrays, inheritance, exception handling, file I/O, Swing graphics and simple data structures. Prerequisite: CSCI 238.

CSCI 270. Introduction to Computer Science (3:3:0)

A survey course of the various areas of computer science. Topics will include representation of numbers and data, computer organization, basic programming concepts, operating systems, applications and communication. This is a first course for computer science majors.

CSCI 332. Computer Networks (3:3:0)

A survey course of computer networking with an emphasis on understanding the protocols that make the Internet work. Protocols covered will include TCP, IP, UDP, HTTP, FTP, DNS, DHCP, ICMP, Ethernet and IEEE 802.11 (wireless). Prerequisite: CSCI 136 or CSCI 238.

CSCI 334. Database Design (3:3:0)

This course provides a comprehensive foundation of relational database management systems, including the application of data normalization to create effective, reliable and flexible databases. The course explores database administration and querying using Structured Query Language (SQL) to join, retrieve, update and manipulate data. Other topics include relationships among entities, E-R diagrams, XML and data mining. Prerequisite: CSCI 136 or CSCI 238.

CSCI 335. Computer Architecture and Operating Systems (3:3:0)

Covers fundamental topics in computer organization such as data representation, CPU organization, assembly language, instruction sets, the memory hierarchy and storage systems. This course also covers basic topics in operating systems such as memory management, processor management and process management. Prerequisite: CSCI 238.

CSCI 337. Data Structures and Algorithms (3:3:0)

The first part of the course covers data structures such as sets, stacks, queues, linked lists, trees, hash tables and graphs with an emphasis on algorithms. The last part of the course covers other key algorithms in computer science. Prerequisite: CSCI 239.

CSCI 338. Numerical Methods (3:3:0)

Numerical techniques for solving mathematical models of scientific problems. Topics include the numerical solution of equations, error analysis, numerical differentiation and integration, interpolation and approximations, numerical solution of systems of linear and nonlinear equations and eigenvalue problems. Also offered as Math 338. Prerequisite: MATH 242.

CSCI 339. Unix Programming (3:3:0)

Explores the commands of the Unix operating system with an emphasis on writing various scripts and programs using tools such as grep, awk, sed, the Bash shell, Perl and C. Prerequisite: CSCI 136 or CSCI 238.

CSCI 371. Web Programming and Applications (3:3:0)

Surveys current technologies in web programming and applications. Prerequisite: CSCI 136 or CSCI 238.

CSCI 372. Computer Graphics (3:3:0)

Surveys fundamental topics in computer graphics. Prerequisite: CSCI 239.

CSCI 381. Digital Electronics (3:3:0)

This course provides practical experience in using discrete components for Boolean, arithmetic and counting functions in a digital computation. The course begins with number representations and individual gate circuits and then progresses to integrated circuits at the medium scale of integration. The course covers both combinational and sequential circuits. Prerequisite: MATH 241 or MATH 136.

CSCI 434. Software Development and Professional Practice (3:3:0)

This course combines a range of topics integral to the design, implementation, and testing of a medium-scale software system. Students will gain practical experience through the completion of a significant group project. This course includes material on professional responsibilities. Prerequisite: CSCI 337.

CSCI 436. Computer and Network Security (3:3:0)

Surveys fundamental topics in computer and network security including basic security principles, cryptography, remote access, wireless communication, firewalls, intrusion detection systems, hardening systems, forms of attack and software vulnerabilities. Prerequisite: CSCI 332.

CSCI 437. Senior Seminar and Research Project (3:3:0)

This course emphasizes technical writing and speaking skills and uses readings from the computer science literature. Each student must complete an individual research project in computer science or information systems, including a written report and oral presentation of the results. Required of all computer science and information systems majors and must be taken during the senior year of study. Prerequisite: Senior standing and at least 12 hours of upper-division CSCI or ISYS courses.

*Prerequisite: Either MATH 241 (Calculus I) or MATH 136 (Calculus for Business, Economics, and Social Sciences) is a prerequisite for all upper-division computer science courses.

CRIMINAL JUSTICE

The purpose of the criminal justice minor is to provide an appropriate foundation for students seeking employment in fields related to criminal justice such as law enforcement, corrections and probation. This minor assists students to develop the knowledge, values and ethical consciousness required for entry-level criminal justice jobs. Students are introduced to issues such as family violence, juvenile delinquency, crime measurement and causation, methods of crime control in a democratic society as well as the courts, police and corrections institutions.

For information on a major in sociology with a concentration in criminal justice, see the “Sociology” section of the catalog.

Minor in Criminal Justice: 18 semester hours, including CRCJ 231, plus 9 hours selected from CRCJ 331, 332, 375 or SOCI 374, plus 6 additional hours in criminal justice or sociology.

CRIMINAL JUSTICE

CRCJ 231. Introduction to Criminal Justice (3:3:0)

An overview of the criminal justice system designed to introduce students to the history, organizational components, and philosophy of the criminal justice system and the interrelationship of its subsystems, punishment and its alternatives, the court system, prosecution and its corrections. (Also offered as SOCI 231A.)

CRCJ 331. Criminal Law and Procedure (3:3:0)

An introduction to criminal law, both substantive and procedural, at the federal and state levels. Prerequisite: CRCJ 231 or SOCI 231A.

CRCJ 332. Principles of Criminal Law (3:3:0)

A study of the nature of substantive criminal law: philosophy and historical developments, major definitions and concepts, classification of crimes, elements of crimes and penalties using Texas statutes as illustrations, and justifications of and defenses to criminal responsibility. Prerequisite: CRCJ 231 or SOCI 375.

CRCJ 375 Juvenile Justice (3:3:0)

Examines the juvenile justice system as a distinct part of the criminal justice system from perspectives of history, criminal law, family law, developmental psychology, deviance theory, crime prevention and diversion of juvenile offenders. Prerequisite: CRCJ 231 or SOCI 231A. (Also offered as SOCI 375.)

CRCJ 379. Special Topics (3:3:0)

Designed to address special interests of advanced students, to provide extended examination of particular issues introduced by other departments or programs, or to test the integrity of innovations in criminal justice. May be repeated for credit when topics are changed. Prerequisite: Department approval.

CRCJ 419, 429, 439. Internship in Criminal Justice (X:X:X)

Designed to provide criminal justice minors opportunities to work in government agencies, social service agencies and other areas of the criminal justice system. Prerequisite: permission of instructor.

CRCJ 440. Washington Semester Research Project in Criminal Justice (4:0:0)

Supervised, individual research in Washington, D.C. designed in consultation between TLU and American University to take advantage of the resources of the Washington area through personal interviews, participant observation, etc. Required as part of the Washington Semester Program.

CRCJ 441. Washington Semester in Criminal Justice I (4:2:2)

Meetings with politicians, government officials, lobbyists, reporters, etc. Course includes lectures and discussions. Sited in Washington, D.C. at American University. Prerequisite: POLS 231, junior standing and approval of the Washington Semester Committee.

CRCJ 442. Washington Semester in Criminal Justice II (4:2:2)

Continuation of CRCJ 441.

CRCJ 449. Washington Semester Internship in Criminal Justice (4:0:8)

Under American University academic supervision, students intern in offices such as the FBI, the Washington, D.C. Police Department or a law firm, to gain first-hand experience and insights. Academic requirements and office supervisor's evaluation determine final granting of credit. Part of the Washington Semester Program.

DRAMATIC MEDIA

Dramatic Media is storytelling by way of the stage or screen, through the fusion and study of text, performance, design and technology.

Major in Dramatic Media: 42 hours, including DRAM 138, 236, 237, 271, 272, 334A, 334B, 436; 9 hours from DRAM 231, 232, 235, or 238; and 9 hours from DRAM 331, 332, 335, 337, or 338.

Supporting Courses: 6 hours from Art, Music, ENGL 438 (Drama), COMM 271, COMM 273, COMM 373, or COMM 379 (Film), to be chosen in consultation with an academic advisor in Dramatic Media.

Minor in Dramatic Media: 18 hours including 9 hours from DRAM 231, 232, 235, 237, or 238; and 9 hours from DRAM 331, 332, 335, 337, or 338.

DRAMATIC MEDIA**DRAM 101/111. Dramatic Media Ensemble (1:0:1):**

A course enabling participants in the production of dramatic media performance to receive academic credit for their contributions. The student will gain hands-on experience in several of the various participation areas of production. May be repeated for up to 4 hours of credit.

DRAM 102/112. Dramatic Skills Laboratory (1:0:1):

Instruction developing the integration of vocal, physical and mental capabilities for the craft. One session per week. Instructor or departmental approval required. May be repeated for up to 4 hours of credit. Credit/no credit grading.

DRAM 132. Introduction to Dramatic Media (3:3:0):

A basic course designed to acquaint the student with the various elements of dramatic media, including text, performance, design, technology, literature and historical context.

DRAM 133. Costume, Makeup, and Character Mask (3:3:0):

A foundational course in costume design, makeup design, and their function within a variety of genres, periods and styles. Students will explore how these elements support the production approach and the development of a performer's character mask. Students will apply their developing skills through direct study of, and contribution to, faculty-designed productions.

DRAM 134. Improvisation and Stand-up Comedy (3:3:0):

A foundational course in comedy, as applied through improvisation and stand-up comedy. Students will explore the basic elements of comedy, seeking to understand what makes something comic. Students will apply their developing skills through solo and group work, culminating in a public showcase of stand-up comedy and group improvisation.

DRAM 136. Dramatic Media for Social Change (3:3:0):

A foundational course in dramatic media for social change. Students will explore the function of dramatic material in supporting and advocating for social change and action. Students will apply their developing skills through a variety of performance and production contexts, including the creation of original content for live performance, documentary film and/or digital media. Special emphasis will focus on the development of collaborative partnerships with nonprofit organizations.

DRAM 138. The Actor's Instrument: Mind, Voice, and Body (3:3:0):

A foundational course in voice, movement and wellness for the performing artist. Students will explore these integrated components of the actor's instrument, applying their developing skills in a variety of performance contexts, including exercises, monologues, and scenes. Special emphasis will focus on the development of healthy habits, control of stage fright and audition technique.

DRAM 231. Scriptwriting Fundamentals (3:3:0):

A foundational course in writing for dramatic media, including the stage and screen, with special emphasis on the elements of storytelling, structure and format. Students will showcase their developing skills with specific "short" projects in a variety of performance contexts, including student productions.

DRAM 232. Design and Technology Fundamentals (3:3:0):

A foundational course in design and technology for dramatic media, including the stage and screen, with special emphasis on appropriate tools, media, application and safety. Students will apply their developing skills through direct study of, and contribution to, faculty-designed productions.

DRAM 235. Directing Fundamentals (3:3:0):

A foundational exploration of directing for dramatic media, including the stage and screen. This course will integrate skills required in directing, including text, performance, design, and technology. Students will showcase their developing skills in directing with specific "short" projects in a variety of performance contexts, including student productions, allowing student directors to work with writers, actors, designers and technicians. Prerequisite: 3 hours from DRAM 231, 232, 237, or 238.

DRAM 236. Content and Company (3:3:0):

A course exploring the creation of content and the dynamics of production companies. Students will study the creative process in dramatic media, from germination to completion, with special emphasis on strategies for cultivating personal and collective productivity. Attention to career planning and market forces will provide further context.

DRAM 237. Digital Applications Fundamentals (3:3:0):

A foundational course in digital media applications for dramatic media, with special emphasis on scripting, pre-visualization, audio-visual production, post-production, archival and distribution. Students will apply their developing media skills to original short projects.

DRAM 238. Acting Fundamentals (3:3:0):

A foundational course in performance for dramatic media, with special emphasis on relaxation, character analysis and basic systems of acting. Students will showcase their developing skills in a variety of performance contexts, including student productions.

DRAM 271. Survey of Dramatic Literature I (3:3:0):

A survey of "classical" dramatic literature, covering material from the early origins of

dramatic text to the mid-19th century. Students will read and analyze a broad collection of texts within a chronological context, with special emphasis on historical period, genre, culture and style. Prerequisite: COMP 131 and COMP 132.

DRAM 272. Survey of Dramatic Literature II (3:3:0):

A survey of “modern and contemporary” dramatic literature, covering material from the mid-19th century to present day. Students will read and analyze a broad collection of texts within a chronological context, with special emphasis on historical period, genre, culture and style. Prerequisite: COMP 131 and COMP 132.

DRAM 331. Scriptwriting Seminar (3:3:0):

An advanced exploration of writing for dramatic media, including the stage and screen, building upon skills previously learned. Students will showcase their advanced skills with specific “full-length” projects in a variety of performance contexts. Finished work will provide material for potential student productions, allowing student writers to work with directors, actors, designers and technicians. Seminar courses are repeatable up to 3 times, assuming no repetition of specific subject matter. Prerequisite: DRAM 231.

DRAM 332. Design and Technology Seminar (3:3:0):

An advanced exploration of design and technology for dramatic media, including the stage and screen, building upon skills previously learned. Special focus will rotate each offering, allowing for intense study of various genres, styles, and media. Students will showcase their advanced skills by providing design and technology support for faculty and student productions, allowing student designers to work with writers, directors, actors and technicians. Seminar courses are repeatable up to 3 times, assuming no repetition of specific subject matter. Prerequisite: DRAM 232.

DRAM 334A. Texts and Context I (3:3:0):

An advanced survey of the texts and history of dramatic media, including stage and screen. Material will cover the texts and context of “classical” dramatics. Students will analyze a variety of texts, informed by historical perspective, helping them to contextualize their developing skills within the broader scope of dramatic media. Prerequisite: sophomore standing.

DRAM 334B. Texts and Context II (3:3:0):

An advanced survey of the texts and history of dramatic media, including stage and screen. Material will cover the texts and context of “modern and contemporary” dramatics. Students will analyze a variety of texts, informed by historical perspective, helping them to contextualize their developing skills within the broader scope of dramatic media. Prerequisite: sophomore standing.

DRAM 335. Directing Seminar (3:3:0):

An advanced exploration of directing for dramatic media, including the stage and screen. This course will integrate skills previously learned in text, performance, design and technology. Students will showcase their advancing skills in directing with specific “one act” or “full-length” projects in a variety of performance contexts, including student productions, allowing student directors to work with writers, actors, designers and technicians. Directing Seminar may be repeated once. Prerequisites: DRAM 235 and 6 hours from DRAM 231, 232, 237, or 238.

DRAM 337. Digital Applications Seminar (3:3:0):

An advanced exploration of digital media applications for dramatic media, with special emphasis on modeling, compositing, motion graphics, audio-visual production,

postproduction, archival and distribution. Students will apply their media skills to original projects, or in support of current production. Prerequisite: DRAM 237.

DRAM 338. Acting Seminar (3:3:0):

An advanced exploration of acting techniques and applications for dramatic media. Special focus will rotate, in conjunction with faculty productions, allowing for intense study of various genres and styles. For example, during production of a Shakespearean play, the seminar would emphasize period style acting for Shakespeare. Seminar courses are repeatable up to 3 times, assuming no repetition of specific subject matter. Prerequisite: DRAM 238.

DRAM 379. Special Topics (3:3:0):

An in-depth analysis of a selected topic in dramatic media, to be announced at the time of scheduling the course. May be repeated for credit when topics are changed.

DRAM 410, 420, 430. Independent Study (X:0:0):

Specialized individual research, performance or projects for students capable of independent work in special areas of dramatic media. Prerequisite: 12 hours in dramatic media.

DRAM 419, 429, 439. Internships (X:0:0):

A program of part-time and/or full-time experience related to the student's area of interest in dramatic media. One such example might involve working with a professional theatre company. Prerequisite: 12 hours in dramatic media.

DRAM 435. Producing and Arts Management (3:3:0):

An advanced exploration of producing and management for dramatic media, including special emphasis on business management, talent management, contracts, marketing, sales and public relations. Students will apply developing skills through direct study of, and contribution to, the current season of production. Prerequisites: 6 hours in dramatic media.

DRAM 436. Capstone Project (3:3:0):

An advanced project intended to serve as the culmination of work done in dramatic media. Students, in consultation with the faculty, will be assigned a final project to be completed in the senior year. This project will showcase a student's specialized skills in writing, performance, design or technology, through direct exhibition in the current season. Prerequisite: Senior standing and permission of faculty.

ECONOMICS

Major in economics: 27 semester hours, including ECON 237, 374, 375, 431, 430 or 439, and 12 additional upper-division hours. ECON 430 and 439 requirement will be waived if a student participates in the Washington Semester program.

Supporting courses for economics major: 24 semester hours, including MATH 136 or 241, STAT 374-375, 6 hours of upper-division political science, and 9 hours from: business administration, philosophy, modern languages, INTR 231, mathematics beyond 241 and the social sciences.

Major in business administration (economics specialization): Students interested in receiving a B.B.A. Degree in business administration (economics specialization) should see "Business Administration" in this section of the catalog for details.

Minor in economics: 18 hours, including ECON 237, 374, 375, 431, plus 6 additional hours of economics at the 300 or 400 level.

ECONOMICS

ECON 233. Economics of Personal Finance (3:3:0)

Practical concepts and applications for managing personal finances including financial planning and record keeping, budgeting, banking and credit, personal taxes, major expenditures, savings, insurance, investments and estate planning. May not be used by business majors to fulfill 3 hours of BUSI/ECON/CSCI elective.

ECON 237. Principles of Economics (3:3:0)

Analysis of fundamental concepts of micro- and macroeconomics, including: markets and market failure, government regulation, firm behavior, measurement of output and inflation, long-run growth, money and inflation and short-run fluctuations. Prerequisite: MATH 133 or higher.

ECON 332. Public Finance (3:3:0)

Analysis of the economics of the public sector with emphasis on institutions and principles and problems of taxation, public expenditures and debt management. Prerequisite: ECON 237 or POLS 232.

ECON 337. Development of Economic Thought (3:3:0)

A study of the development of economics. Individual theorists and schools of thought are examined in their historical setting, emphasizing their influence upon the development of economic thought and national policies. Prerequisite: 6 hours of economics.

ECON 339. Growth and Development (3:3:0)

A consideration of the historical sources and effects of technological change in today's industrialized countries and of the role played by government policy, law and culture in this process. An examination of conditions in today's developing countries and of the process by which they have succeeded or failed to close the economic gap between themselves and the industrialized countries. Population growth and environmental sustainability are also examined. Prerequisite: ECON 237.

ECON 373. Money, Banking and Financial Markets (3:3:0)

Study of the U.S. monetary system with emphasis on the commercial banking system, the operation and policies of the Federal Reserve System, monetary theory and the operation of financial markets. Prerequisite: ECON 237.

ECON 374. Intermediate Microeconomics (3:3:0)

Study of consumer and business behavior, and of markets, including: demand theory, cost theory, market types, game theory and time and uncertainty. Prerequisites: 3 hours economics.

ECON 375. Intermediate Macroeconomics (3:3:0)

Study of principal theories of income determination in both the short and long run and analysis of fiscal and monetary policy impacts on prices and output. Prerequisites: 3 hours economics.

ECON 379. Special Topic (3:3:0)

Designed for students majoring in economics or upper-division students in the social sciences. May be repeated for credit when topics change. Topics include: Institutional Economics, Law and Economics, Agricultural Economics.

ECON 410, 420, 430. Independent Study (X:X:X)

An opportunity for students majoring in economics to pursue independent research projects. This course serves as a capstone for students who do not participate in Washington Semester. Prerequisite: 15 hours of economics and approval of instructor.

ECON 419, 429, 439. Internship (X:X:X)

Designed to provide economics majors with opportunities to work in government agencies, financial institutions, and business or research firms engaged in economic analysis or forecasting. A study component must also be agreed on. Summer internships are encouraged. No more than 3 hours may be counted towards the major. Must have departmental approval.

ECON 431. International Economics and Finance (3:3:0)

An introduction to the theory of international trade and finance with emphasis on contemporary applications. Commercial policy issues confronting the U.S. are considered, as are exchange rates and international capital flows. Prerequisites: Any 300 level economics.

ECON 440. Washington Semester Economic Policy Research Project (4:0:0)

Supervised, individual research on the relationship between government and the economy. Designed in consultation between TLU and American University advisors, focusing on the Washington location permitting personal interviews and direct methods of research. Required as part of the Washington Semester Economic Policy program and is designated as senior capstone course. Prerequisite: POLS 231 and ECON 237.

ECON 441. Washington Semester Economic Policy Seminar I (4:2:2)

Analysis of economic issues and applied economic theories through readings, papers and, most importantly, on-site discussions with economic policy decision makers in government and from business and labor, as well as from research organizations and members of the press who write on economic issues. Prerequisite: ECON 237, and approval of TLU's Washington Semester Committee.

ECON 442. Washington Semester Economic Policy Seminar II (4:2:2)

Continuation of ECON 441.

ECON 449. Washington Semester Economic Policy Internship (4:0:8)

Under American University supervision, students gain hands-on experience in some phase of the economic policy process, such as with a legislative or executive branch office or organization, a private or public interest group, or a research organization. Academic and office supervisors' evaluations determine grade and credit earned. Part of Washington Semester program and senior capstone course.

EDUCATION

The mission of the Department of Education, within TLU's community of faith and learning, is to prepare EC-12 educators who possess the knowledge and skills necessary to serve diverse students, families and communities in an ever-changing global society. To accomplish this mission, the Department of Education faculty will provide a learning environment that fosters caring, collaboration, creativity, technological competency, reflective thinking, ethical behavior, data driven decision making and lifelong learning in our candidates.

The department is accredited by the Teacher Education Accreditation Council (TEAC). This national accreditation publicly recognizes that the department produces graduates who are “competent, caring and qualified professional educators”. To ensure that students meet these standards and earn a baccalaureate degree, they take coursework in (1) liberal arts general education, (2) the content area(s) in which they plan to teach, and (3) educational pedagogy which includes extensive field experiences in public and private schools. The students’ capstone experience is one semester of student teaching. Upon graduation and passage of the relevant Texas Examination of Educator Standards (TExES), the university recommends the students to the State Board of Educator Certification (SBEC) which issues teacher certification.

The Texas SBEC certifies teachers at four levels: Early Childhood (EC) through 6th grade, grades 4-8, grades 7-12, and EC through grade 12. Students who plan to teach at the EC-6th grade level or at grades 4-8 will pursue a degree in Multidisciplinary Studies. Students who plan to teach at the secondary level will pursue a degree in the content area they plan to teach. Certifications currently offered through the Department at the EC through grade 12 are physical education, music and LOTE- Spanish. Students planning to teach in any of these areas will earn their degree in the respective content area. More information on the education coursework and teacher certifications offered through the department can be found in the education student handbook, *The Pathway to Teacher Certification at Texas Lutheran University*. See www.tlu.edu/ftpimages/527/misc/misc_84004.pdf

Students seeking teacher certification should meet with their advisors on a regular basis as certification information changes and new programs are being added. Any changes made by the TEA or by the department in response to these changes may result in revisions to coursework requirements.

Our mission is shared by many departments in the university, as students must master content in subject areas as well as content in the department of education. Students take courses in the education department to meet three major goals:

1. Content knowledge which includes curriculum, pedagogy, and contemporary educational issues.
2. Performance objectives, which require students to demonstrate effective instructional planning, delivery, and assessment skills for diverse learners.
3. Professional identity as evidenced by students’ professional growth in several areas, including self-confidence, sensitivity to learners’ needs and awareness of classroom effectiveness.

The sequence of professional development courses and support courses promotes these goals through classes designed to develop teacher candidates’ skills and commitment to the education of children in an ever-changing, multicultural society. The department’s course curriculum challenges students to make connections among content, theory, and practice as they construct a knowledge

base, become confident of their individual teaching styles through field-based experiences and explore contemporary educational principles and practices. Many courses provide students the opportunity to apply theory in classroom practice. Extensive field experiences are required before student teaching.

The following section describes the teacher education program including required courses, procedures and conditions for admission to the program as well as to student teaching.

ADMISSION PROCEDURES TO THE TEACHER EDUCATION PROGRAM

Beginning fall 2015 admission to TLU's Educator Preparation Program requires the following:

1. completed application
2. cumulative GPA of 2.90
3. at least one complete semester at TLU
4. at least a C in the following courses
 - COMP131
 - COMP132
 - FREX134
 - MATH130, MATH133 or MATH241 (depends on degree plan)
 - PSYC236
 - and 2 additional courses that demonstrate your ability to read, write, compute, and think critically in academic settings
5. If you are seeking certification in 4-8 Mathematics, 4-8 Science, 4-8 Science & Mathematics, 7-12 Mathematics, or 7-12 Life Science you are required to have successfully completed 15 semester hours within your certification area prior to your application
6. If you are seeking certification in 4-8 ELAR, 4-8 Social Studies, 7-12 ELAR, 7-12 History, 7-12 Social Studies, EC-12 LOTE: Spanish, or EC-12 PE you are required to have successfully completed 12 semester hours within your certification area prior to your application
7. If you are seeking certification in EC-6 Core Subjects or 4-8 Core Subjects you are required to have completed 12 semester hours distributed across English/Composition, Mathematics, Social Studies, and Science
8. acceptable scores on a Basic Skills Test
 - ACT of at least 24
 - SAT of at least 1650
 - ACCUPLACER Reading Comprehension
 - Reading Comprehension of at least 96 (out of 120)
 - WritePlacer® of at least 5 (out of 8)
 - Arithmetic of at least 84 (out of 120)
9. 2 faculty recommendations (other than coaches and Education Dept. faculty)
10. attendance at TEACH I, II, and III
11. interview with Education Dept. Faculty and an acceptable interview score
12. TOEFL score of at least 550 for international students and at least a score of 26 on the English proficiency section of the test.

ADMISSIONS PROCEDURES FOR STUDENT TEACHING

There is a separate admissions process to move from participation in the Educator Preparation Program into student teaching. Students must apply for

admission to student teaching no later than March 1 of the year preceding the academic year in which student teaching is to occur. Students must:

1. Be admitted to the Educator Preparation Program (see above).
2. Maintain an overall cumulative 2.90 grade point average throughout the program. (If a student falls below 2.90, the student will have one semester to restore the 2.90 GPA.)
3. Maintain a cumulative 2.90 grade point average in all EDUC and READ classes. EC-12 Music students include all MUED classes in addition to all EDUC and READ classes.
4. Achieve a “C” (2.00) or better in EDUC and READ coursework and other specified courses.
5. Have completed a minimum of 33 semester credit hours at TLU, including the final 24 semester credit hours.
6. Receive recommendations/evaluations from faculty, from field experience supervisory teachers and from designated personnel in the Office of Student Life and Learning.
7. Have completed all coursework required for graduation except for EDUC 437/438/471, EDUC 460/461/465, and READ 436/475.
8. Complete 6 hours of TExES test preparation.

REQUIREMENTS FOR TEXAS TEACHER CERTIFICATION

1. Students are required to meet all requirements for Texas teacher certification in addition to all requirements for completing a university baccalaureate degree. Certification requirements for the state of Texas are subject to change at any time.
2. Students must successfully complete all necessary examinations for certification in Texas and pay all necessary fees.
3. Students must complete a certification application at TEA online and pay appropriate fees for each certification sought. The TLU certification officer will then recommend a student for certification upon verification of graduation and the successful completion of all requirements.

REQUIREMENTS FOR TEXAS TEACHER CERTIFICATION

1. Students are required to meet all requirements for Texas teacher certification in addition to all requirements for completing a university baccalaureate degree. Certification requirements for the state of Texas are subject to change at any time.
2. Students must successfully complete all necessary examinations for certification in Texas and pay all necessary fees.
3. Students must complete a certification application at TEA online and pay appropriate fees for each certification sought. The TLU certification officer will then recommend a student for certification upon verification of graduation and the successful completion of all requirements.

ELEMENTARY EDUCATION TEACHING FIELDS**Degree Requirements**

Students who wish to teach in the elementary or middle school grades pursue a Bachelor of Science degree with a major in Multidisciplinary Studies. Please consult with the department faculty for additional information on these approved programs. Requirements are subject to change based on rulings of the State Board for Educator Certification.

Multidisciplinary Studies, EC-6 Core Subjects (B.S.)

Foundations of Liberal Education (21 hrs): MATH133, FREX134, THEO133, SPANXXX, PRWB130, COMP131, COMP132

Professional Development Courses (18 hrs): EDUC332, EDUC334A, EDUC431, EDUC437, EDUC460

Education/Reading Courses (30 hrs): EDUC371, EDUC373, EDUC374, EDUC378, EDUC382, EDUC384, READ270, READ332, READ376, READ475,

Distribution Courses (31-32 hrs): VART373, MUSI333, HIST131, GEOG131, CHEM130 or PHYS141, BIOL130 (with lab), EDUC272, SPANXXX, POLS231, PSYC236

Cross-Disciplinary Engagement (3 hrs): COMM374

Academic Support Courses (21-22 hrs): HIST270, ENGL2XX (literature), MATH375, MATH376, KINS377, HIST132 or HIST234, ENVS140 (with lab) or NSCI140 (with lab)

Multidisciplinary Studies, Generalist, EC-6 Core Subjects with ESL (B.S.)

Foundations of Liberal Education (21 hrs): MATH133, FREX134, THEO133, SPANXXX, PRWB130, COMP131, COMP132

Professional Development Courses (18 hrs): EDUC332, EDUC334A, EDUC431, EDUC437, EDUC460

Education/Reading Courses (33 hrs): EDUC371, EDUC373, EDUC374, EDUC 375, EDUC378, EDUC382, EDUC384, READ270, READ332, READ376, READ475,

Distribution Courses (30-31 hrs): VART373, MUSI333, HIST131, GEOG131, CHEM130 or PHYS141, BIOL130 (with lab), EDUC272, SPANXXX, POLS231, PSYC236

Cross-Disciplinary Engagement (3 hrs): COMM374

Academic Support Courses (19 hrs): HIST270, MATH375, MATH376, KINS377, HIST132 or HIST234, ENVS140 (with lab) or NSCI140 (with lab)

Multidisciplinary Studies, English Language Arts & Reading, Grades 4-8 (B.S.)

Foundations of Liberal Education (21 hrs): MATH130, FREX134, THEO133, SPANXXX, PRWB130, COMP131, COMP132

Professional Development Courses (15 hrs): EDUC332, EDUC334A, EDUC433, EDUC471, EDUC465

Education/Reading Courses (18 hrs): EDUC373, EDUC374, READ270, READ332, READ376, READ436

Distribution Courses (31-32 hrs): Arts elective, Arts elective, ENGL273, HIST131 or HIST132, Natural Science, Natural Science with lab, EDUC272, SPANXXX, POLS231, PSYC236

Cross-Disciplinary Engagement (3 hrs): COMM374

Academic Support Courses (9 hrs): Natural Science, MATH375, MATH376

English/Language Arts & Reading Specialization (21 hrs): ENGL274, ENGL272A or ENGL272B, ENGL371, ENGL372, English elective, English elective, COMM273

Multidisciplinary Studies, Grades 4-8 Core Subjects (B.S.)

Foundations of Liberal Education (21 hrs): MATH133, FREX134, THEO133, SPANXXX, PRWB130, COMP131, COMP132

Professional Development Courses (18 hrs): EDUC332, EDUC334A, EDUC433, EDUC437, EDUC460

Education/Reading Courses (24 hrs): EDUC373, EDUC374, EDUC 382, EDUC 384, EDUC 388, READ270, READ376, READ475

Distribution Courses (30 hrs): VART 373, MUSI 333, HIST131, GEOG 131, CHEM 130 (with lab), BIOL 130 (with lab), EDUC 272, SPAN XXX, POLS 231, PSYC 236

Cross-Disciplinary Engagement (3 hrs): COMM374

Academic Support Courses (31hrs): HIST 270, ENGL 2XX (literature), MATH 375, MATH 376, MATH 148, HIST 132 or HIST 234, NSCI 140 (with lab), PHYS 141, ENVS 140 or PHYS 142

Multidisciplinary Studies, Grades 4-8 Core Subjects with ESL (B.S.)

Foundations of Liberal Education (21 hrs): MATH133, FREX134, THEO133, SPANXXX, PRWB130, COMP131, COMP132

Professional Development Courses (18 hrs): EDUC332, EDUC334A, EDUC433, EDUC437, EDUC460

Education/Reading Courses (27 hrs): EDUC373, EDUC374, EDUC375, EDUC382, EDUC384, EDUC388, READ270, READ376, READ475

Distribution Courses (30 hrs): VART373, MUSI333, HIST131, GEOG131, CHEM130 (with lab), BIOL130 (with lab), EDUC272, SPANXXX, POLS231, PSYC236

Cross-Disciplinary Engagement (3 hrs): COMM374

Academic Support Courses (31hrs): HIST270, ENGL2XX (literature), MATH375, MATH376, MATH148, HIST132 or HIST234, NSCI140 (with lab), PHYS141, ENVS140 or PHYS142

Multidisciplinary Studies, Math/Science, Grades 4-8 (B.S.)

Foundations of Liberal Education (21 hrs): MATH133, FREX134, THEO133, SPANXXX, PRWB130, COMP131, COMP132

Professional Development Courses (18 hrs): EDUC332, EDUC334A, EDUC433,

EDUC465, EDUC471

Education & Reading Courses (21 hrs): EDUC373, EDUC374, EDUC382, EDUC388, READ270, READ376, READ436

Distribution Courses (32 hrs): Arts elective, Arts elective, English 2XX (literature), HIST131 or HIST132, CHEM143, CHEM144, EDUC272, SPANXXX, POLS231, PSYC236

Cross-Disciplinary Engagement (3 hrs): COMM374

Math Specialization (21 hrs): MATH148, MATH241, MATH242, MATH375, MATH376, STAT374

Science Specialization (16 hrs): BIOL143 or BIOL147, BIOL144 or BIOL148, PHYS141, PHYS142

Multidisciplinary Studies, Math, Grades 4-8 (B.S.)

Foundations of Liberal Education (21 hrs): MATH133, FREX134, THEO133, SPANXXX, PRWB130, COMP131, COMP132

Professional Development Courses (18 hrs): EDUC332, EDUC334A, EDUC433, EDUC465, EDUC471

Education & Reading Courses (18 hrs): EDUC373, EDUC374, EDUC384, READ270, READ376, READ436

Distribution Courses (31 hours): Arts elective, Arts elective, ENGL2XX (literature), HIST131 or HIST132, Natural Science, Natural Science with lab, EDUC272, SPANXXX, POLS231, PSYC236

Cross-Disciplinary Engagement (3 hrs): COMM374

Mathematics Specialization (24 hrs): MATH148, MATH241, MATH242, MATH375, MATH376, STAT374, Math elective

Multidisciplinary Studies, Science, Grades 4-8 (B.S.)

Foundations of Liberal Education (21 hrs): MATH133, FREX134, THEO133, SPANXXX, PRWB130, COMP131, COMP132

Professional Development Courses (18 hrs): EDUC332, EDUC334A, EDUC433, EDUC465, EDUC471

Education & Reading Courses (18 hrs): EDUC373, EDUC374, EDUC388, READ270, READ376, READ436

Distribution Courses (32 hrs): Arts elective, Arts elective, ENGL2XX (literature), HIST131 or HIST132, CHEM143, CHEM144, EDUC272, SPANXXX, POLS231, PSYC236

Cross-Disciplinary Engagement (3 hrs): COMM374

Science Specialization (32 hrs): BIOL143 or BIOL147, BIOL144 or BIOL148, 2 courses from: BIOL242, 341, 347, 441 or 473; CHEM341, PHYS141, PHYS142, NSCI 140

Multidisciplinary Studies, Social Studies, Grades 4-8 (B.S.)

Foundations of Liberal Education (21 hrs): MATH130, FREX134, THEO133, SPANXXX, PRWB130, COMP131, COMP132

Professional Development Courses (18 hrs): EDUC332, EDUC334A, EDUC433, EDUC465, EDUC471

Education & Reading Courses (18 hrs): EDUC373, EDUC374, EDUC384, READ270, READ376, READ436

Distribution Courses (31 hrs): Arts elective, Arts elective, ENGL2XX (literature), HIST132, Natural Science, Natural Science with lab, EDUC272, SPANXXX, POLS231, PSYC236

Cross-Disciplinary Engagement (3 hrs): COMM374

Academic Support Courses (9 hrs): MATH375, MATH376, Natural Science

Social Studies Specialization (24 hrs): HIST270, HIST234, POLS237, GEOG231, HIST131, GEOG232 or GEOG234, POLS232, ECON237

SECONDARY EDUCATION TEACHING FIELDS

Degree Requirements

Students who wish to teach in high school pursue a Bachelor of Science degree with a major in their area of specialization. Students who wish to teach kinesiology or music work toward an all-level certificate (both elementary and secondary). Students who choose to pursue a second specialization must consult with both their major advisor and with an advisor in education. Requirements are subject to change based on rulings of the State Board for Educator Certification.

Biology Major, 7-12 Life Science Specialization (B.S.)

Foundations of Liberal Education (21 hrs): MATH133 or higher, FREX134, THEO133, SPANXXX, PRWB130, COMP131, COMP132

Professional Development Courses (18 hrs): EDUC332, EDUC334A, EDUC432, EDUC438, EDUC461

Education/Reading Courses (9 hrs): EDUC373, EDUC374, READ436

Academic Support Courses (3 hrs): ENGL371

Distribution Courses (32 hrs): Arts elective, Arts elective, ENGL2XX (literature), HIST131 or HIST132, CHEM143, CHEM144, EDUC272, SPANXXX, POLS231, PSYC236

Cross-Disciplinary Engagement (3 hrs): COMM374

Life Science 7-12 Specialization (38-40 hrs): BIOL143 or BIOL147, BIOL144 or BIOL148, BIOL347, BIOL 441; 3 courses from: BIOL242, BIOL341, BIOL343, BIOL431, or BIOL473; PHYS141 or PHYS240, PHYS142 or PHYS241, STAT374, BIOL411.

Note – if 7-12 Life Sciences is a second specialization, delete CHEM144, PHYS141, PHYS142, STAT374 and BIOL411.

English Language Arts Major, 7-12 English Language Arts & Reading Specialization (B.S.)

Foundations of Liberal Education (21 hrs): MATH130 or higher, FREX134, THEO133, SPANXXX, PRWB130, COMP131, COMP132

Professional Development Courses (18 hrs): EDUC332, EDUC334A, EDUC432, EDUC438, EDUC461

Education/Reading Courses (15 hrs): EDUC373, EDUC374, READ270, READ376, READ436

Academic Support Courses (3 hrs): HIST131

Distribution Courses (31 hrs): Arts elective, Arts elective, ENGL235 (literature), HIST132, Natural Science, Natural Science with lab, EDUC272, SPANXXX, POLS231, PSYC236

Cross-Disciplinary Engagement (3 hrs): COMM374

ELA & Reading Specialization (24 hrs): ENGL273, ENGL274, ENGL272A or ENGL272B, ENGL371, ENGL372, ENGL386A, ENGL386B, COMM273

Note – if 7-12 ELA & Reading is a second specialization, delete COMM273 from specialization hours.

History Major, 7-12 History Specialization (B.S.)

Foundations of Liberal Education (21 hrs): MATH130 or higher, FREX134, THEO133, SPANXXX, PRWB130, COMP131, COMP132

Professional Development Courses (18 hrs): EDUC332, EDUC334A, EDUC432, EDUC438, EDUC461

Education/Reading Courses (9 hrs): EDUC373, EDUC374, READ436

Academic Support Courses (12 hrs): ENGL371, POLS232, GEOG131, GEOG2XX or GEOG3XX (elective)

Distribution Courses (31 hrs): Arts elective, Arts elective, ENGL2XX (literature), HIST132 (must be taken at TLU), Natural Science, Natural Science with lab, EDUC272, SPANXXX, POLS231, PSYC236

Cross-Disciplinary Engagement (3 hrs): COMM374

History 7-12 Specialization (24 hrs): HIST131 (must be taken at TLU), HIST234, HIST270, HIST 273, HIST274, HIST3XX (elective), HIST3XX (elective), HIST378

Note – if 7-12 History is a second specialization, delete the two HIST3XX (elective) courses

Mathematics Major, 7-12 Mathematics Specialization (B.S.)

Foundations of Liberal Education (22 hrs): MATH241, FREX134, THEO133, SPANXXX, PRWB130, COMP131, COMP132

Professional Development Courses (18 hrs): EDUC332, EDUC334A, EDUC432, EDUC438, EDUC461

Education/Reading Courses (12 hrs): EDUC373, EDUC374, EDUC382, READ436

Academic Support Courses (6 hrs): ENGL371, HIST131

Distribution Courses (31 hrs): Arts elective, Arts elective, ENGL2XX (literature), HIST132, Natural Science, Natural Science with lab, EDUC272, SPANXXX, POLS231, PSYC236

Cross-Disciplinary Engagement (3 hrs): COMM374

Math 7-12 Specialization (28 hrs): MATH242, MATH233 or MATH234, MATH331, MATH333, MATH334, MATH375, MATH376, MATH437, STAT374

Note – if 7-12 Math is a second specialization, delete MATH437

Social Studies Major, 7-12 Social Studies Specialization (B.S.)

Foundations of Liberal Education (21 hrs): MATH130 or higher, FREX134, THEO133, SPANXXX, PRWB130, COMP131, COMP132

Professional Development Courses (18 hrs): EDUC332, EDUC334A, EDUC432, EDUC438, EDUC461

Education/Reading Courses (9 hrs): EDUC373, EDUC374, READ436

Academic Support Courses (9 hrs): ECON237, SOCI130, ENGL371

Distribution Courses (31 hrs): Arts elective, Arts elective, ENGL2XX (literature), HIST132 (must be taken at TLU), Natural Science, Natural Science with lab, EDUC272, SPANXXX, POLS231, PSYC236

Cross-Disciplinary Engagement (3 hrs): COMM374

Social Studies 7-12 Specialization (33 hrs): HIST131 (must be taken at TLU), HIST234, HIST270, GEOG131, GEOG231, GEOG234, POLS232, POLS237, POLS334, POLS431, SOCI274 or SOCI373

Note – if 7-12 Social Studies is a second specialization, delete POLS334, GEOG234, SOCI274 or SOCI373, POLS232

Kinesiology Major, EC-12 (All-Level) Physical Education Specialization (B.S.)

Foundations of Liberal Education (21 hrs): MATH 130 or 133, FREX 134, THEO133, SPANXXX, PRWB130, COMP131, COMP132

Professional Development Courses (18 hrs): EDUC332, EDUC334A, EDUC432, EDUC438, EDUC462.

Education/Reading Courses (6 hrs): EDUC272 or EDUC374, READ436

Academic Support Courses (3 hrs): ENGL371

Distribution Courses (32 hrs): VART136, Arts elective, ENGL2XX (literature), HIST131, HIST132, BIOL147, BIOL148, POLS231, PSYC236, SPANXXX

Cross-Disciplinary Engagement (3 hrs): COMM 374

Physical Education Specialization (24 hrs): KINS135, KINS234, KINS335, KINS373 or KINS374 or KINS375, KINS382, KINS434, KINS476, 1 course from the following: KINS238, KINS333, KINS377, KINS379, or KINS480.

One of the following Options MUST be selected - required for graduation:

Option 1 - Second teaching specialization (min. 24 hrs). Student will qualify to

student teach in the second specialization and will take the certification exam required to teach in the second specialization. Contact the education department for course requirements.

Option 2 - Minor (min. 18 hrs). Students will not qualify to student teach in the minor subject area and may take the certification examination in the minor subject only after initial certification in Physical Education is achieved.

Bachelor of Music in All-Level Music Education, Instrumental Emphasis (B.M.)

Foundations of Liberal Education (21 hrs): MATH130 or higher, FREX134, THEO133, SPANXXX, PRWB130, COMP131, COMP132

Professional Development Courses (15 hrs): EDUC332, EDUC334A, EDUC438, EDUC462

Education/Reading Course (9 hrs): MUED 432A, READ436, MUED 472

Academic Support Courses (3 hrs): ENGL371

Distribution Courses (25 hrs): ENGL2XX (literature), HIST131, HIST132, Natural Science, Natural Science with lab, POLS231, PSYC236, SPANXXX

Music Education Instrumental Specialization (60 hrs): MUSI 110, 111, 112, 131, 132, 211, 212, 214, 231, 232, 235, 301, 327, 328, 332, 339, 375, 376; MUED 472, 432A; AMU_ 113c, 114c, 115c, 116c, 117c, 111p, 112p, 211p, 212p, 311p, 312p, 411p, 412p; 2 hours additional AMU lessons and/or classes; two hours MUSI 114 or 117 with enrollment in each semester enrolled; enrollment in piano study until proficiency completed.

Bachelor of Music in All-Level Music Education, Vocal Emphasis (B.M.)

Foundations of Liberal Education (21 hrs): MATH130 or higher, FREX134, THEO133, SPANXXX, PRWB130, COMP131, COMP132

Professional Development Courses (15 hrs): EDUC332, EDUC334A, EDUC438, EDUC462

Education/Reading Courses (9 hrs): MUED432B, READ436, MUED 472

Academic Support Courses (3 hrs): ENGL371

Distribution Courses (25 hrs): ENGL2XX (literature), HIST131, HIST132, Natural Science, Natural Science with lab, POLS231, PSYC236, SPANXXX

Music Education Vocal Specialization (60 hrs): MUSI 111, 112, 131, 132, 211, 212, 223, 231, 232, 235, 301, 327, 328, 332, 335, 339, 375, 376; 2 hours from AMU_ 118c, 114c, 115c, 117c; AMU_ 111p, 112p, 211p, 212p, 311p, 312p, 411p, 412p; 2 hours additional AMU lessons and/or classes; two hours MUSI 118 with enrollment in each semester enrolled; enrollment in piano study until proficiency completed.

Spanish Education Major, EC-12 LOTE: Spanish Specialization (B.S.)

Foundations of Liberal Education (18 hrs): MATH133 or higher, COMP131, COMP132, FREX134, PRWB130, THEO133

Professional Development Courses (18 hrs): EDUC332, EDUC334A, EDUC432, EDUC438, EDUC461

Education/Reading Courses (12 hrs): EDUC272, EDUC373, EDUC374, and READ 436

Academic Support Courses (3 hrs): ENGL371

Cross-Disciplinary Engagement Courses (3 hrs): COMM374

Distribution Courses (27-28 hrs): Arts elective, Arts elective, ENGL2XX (literature), HIST131, HIST132, Natural Science, Natural Science with lab, POLS231, PSYC236

Spanish Education EC-12 LOTE (27 hrs): SPAN131, SPAN132, SPAN231, SPAN232, SPAN337, SPAN375, SPAN376, SPAN473, LANG335.

EDUCATION

EDUC 130. Introduction to Teaching Middle & High School

An introduction to and analysis of the culture of middle school and high school classrooms. The student will investigate the role of schools within the local community and spend 15 clock hours engaged in observation/participation in middle and high school classrooms with diverse student populations. No person with a conviction or who is under indictment for, or is the subject of an official complaint alleging violation of any of the crimes listed as felony against the person or felony violation of the Texas Controlled Substance Act may be present while children are in care and thus may not participate in the class. Admission to the Educator Preparation Program is not required.

EDUC 272. Classroom Applications of Technology (3:3:0)

Teaches the selection and application of appropriate technology tools to acquire, analyze, synthesize and evaluate information for diverse applications in daily school practice, including problem solving instruction, simulation, research, experimentation, record keeping and assessment. Students will select or develop productivity tools appropriate for enhancing communication and instruction with a variety of audiences, including students, parents and the general public. Admission to the Educator Preparation Program is not required.

EDUC 332. Learning Processes and Evaluation (3:3:X)

A study of the fundamentals of cognitive psychology which apply to the learning process including: various taxonomies of learning; relationships among cognitive, physical and affective development in the discovery process; nature and range of exceptionalities; intelligence, creativity and attitudes about learning. This project based, applied learning course considers instructional leadership as well as functions, materials and methods of assessment. 15 hours of field experience are required. Prerequisite: Admission to the Educator Preparation Program. This course may not be transferred in from another institution.

EDUC 334A. U.S. Schools (3:3:X)

A survey course concerning the K-12 U.S. school system, including social and philosophical foundations of education; history, structure and school finance; the principles, objectives and development of curriculum and instruction; educational technology; social issues and K-12 students; school law and alternative schools. A term long research project and 15 hours of field experience are required. Meets requirements for writing intensive course and ethics-focused course. Prerequisite: Admission to the Educator Preparation Program; EDUC 332 or concurrent enrollment in EDUC 332.

EDUC 371. Introduction to Early Childhood Education (3:3:X)

A study of developmentally appropriate practices for programs serving children 0-8 years. Emphasized are the development and assessment of integrated curriculum and classroom management. Field experience in a pre-k classroom is required. Prerequisite: Admission to the Educator Preparation Program.

EDUC 373. Survey of Special Populations (3:3:X)

A study of instructional needs of students in multilingual, multicultural and inclusive classrooms. This course provides for the examination of types, characteristics, and causes of various exceptionalities; serves as an introduction to the instructional needs of exceptional students in the home, school and community; and methods and strategies for inclusive classrooms. Field experience required. Prerequisite: Admission to the Educator Preparation Program.

EDUC 374. Foundations of ESL Education (3:3:X)

This course examines the rationale, history and philosophy of ESL education and develops students' understanding of the cultural and psychological influences that mediate the learning process. Topics address social identity factors, ethnicity, language variation, bilingualism and the acquisition of Standard American English with implications for effective literacy instruction. Prerequisites: Admission to the Educator Preparation Program, EDUC332 or concurrent enrollment in EDUC332.

EDUC 375. Methods for Teaching ESL in the Content Areas (3:3:0)

This course addresses content, methods and materials of elementary ESL classroom instruction, including curricula, strategies and materials for meeting the needs of English Language Learners (ELL) in all academic content areas. The evaluation of achievement of the Limited English Proficient (LEP) students as well as the relationship of culture, socialization practices and learning styles is addressed. Requires 10 hours of observation of ESL instruction. Prerequisites: Admission to the Educator Preparation Program; EDUC 374.

EDUC 378. Science for the Child (3:3:1)

Introduces science content, science education theory and research and pedagogical strategies for the EC-6 classroom. Students are actively engaged with a wide variety of hands-on science activities from the fields of physical science, earth science and biological science. Laboratory is required (EDUC 378L). Prerequisites: Admission to the Educator Preparation Program; EDUC 332, MATH 133 or above, 6 hours of natural science coursework.

EDUC 379. Special Topic (3:3:0 or 3:2:0)

An in-depth analysis of selected topics in education. May be repeated for credit when topics are changed. Prerequisite: Admission to the Education Preparation Program; Junior standing with 9 hours of education courses and consent of the instructor.

EDUC 382. Mathematics for the Child (3:3:X)

An in-depth study of research-based pedagogy and mathematics content for students in preschool through sixth grade. The student will develop, deliver and assess learning experiences in mathematics. Prerequisite: Admission to the Education Preparation Program; EDUC 332 or concurrent enrollment in EDUC332, MATH 133 or higher.

EDUC 384. Social Studies for the Child (3:3:X)

An in-depth study of research-based pedagogy and social studies content for students in preschool through sixth grade. The student will develop, deliver and assess learning

experiences that integrate social studies content with content in other disciplines. Field experience required. Prerequisite: Admission to the Education Preparation Program.

EDUC 388. Science Concepts for Middle Level Learners (3:3:1)

Introduces science content, science education theory and research and pedagogical strategies for the 4-8th classroom. Students are actively engaged with a wide variety of hands-on science activities from the fields of physical science, earth science and biological science. Laboratory is required (EDUC 388L). Prerequisites: Admission to the Education Preparation Program; EDUC 332 or concurrent enrollment, MATH 133 or above, 6 hours of natural science coursework.

EDUC 410, 420, 430. Independent Study (X:X:X)

Independent research on selected problems. Prerequisite: Admission into the Teacher Education Program and departmental approval. 1 to 3 hours credit.

EDUC 431. Instructional Strategies, EC-6 (3:3:0)

A field-based course which engages students with interdisciplinary investigations of contemporary instructional strategies and support. Particular focus will be placed on integrating social studies, geography, science and math and the use of the creative arts to engage students in hands-on integrated instruction for students in EC-6 settings. 15 hours of fieldwork required. Prerequisite: Admission to the Educator Preparation Program, EDUC 332 or concurrent enrollment. EDUC 332 or concurrent enrollment.

EDUC 432. Instructional Strategies, Secondary and All-Level (3:3:0)

A field-based course that engages students with the investigation of contemporary instructional strategies and support and models for integrating subject area content. Particular focus will be placed on methods for delivering students' teaching field content and options for integrating the subject area with other disciplines. Prerequisite: Admission to the Educator Preparation Program, EDUC 332 or concurrent enrollment.

EDUC 433. Instructional Strategies, Grades 4-8 (3:3:X)

A field-based course which engages students with interdisciplinary investigations of contemporary instructional strategies and support. Professional collaboration and current technology used in area schools will be included. Fifteen hours of field experience required. Prerequisite: Admission to the Educator Preparation Program; EDUC 332 or concurrent enrollment.

EDUC 437. Classroom Management, EC-6 (3:3:0)

A specific application of methods and strategies of and comprehensive planning for instructional delivery and classroom management in EC-6th grade classrooms. The primary purposes of this course are to apply, integrate and synthesize skills in the context of a specific classroom as well as to set goals that strengthen professional confidence and identity. This Capstone Course requires the application of the general knowledge base from EDUC 332, 334A and 431. Extensive fieldwork time in the student teaching classroom is required. Prerequisite: Admission into student teaching.

EDUC 438. Classroom Management, Secondary and All-Level (3:3:0)

A specific application of methods and strategies of and comprehensive planning for instructional delivery and classroom management in 8-12th grade classroom. The primary purposes of this course are to apply, integrate and synthesize skills in the context of a specific classroom as well as to set goals that strengthen professional confidence and identity. This Capstone Course requires application of the general knowledge base from EDUC 332, 334A and 432. Extensive fieldwork time in the student teaching classroom is required. Prerequisite: Admission into student teaching.

EDUC 439. Internship (3:X:X)

Teaching experience directed through Alternative Certification Program. Must be repeated for a total of two semesters. Requires acceptance and participation in the Post-Baccalaureate Teacher Certification Program.

EDUC 460. Student Teaching in EC-6 (6:X:X)

Directed observation, participation and teaching in the elementary schools for 12 weeks, full days. A student's academic load for the semester in which he or she is engaged in student teaching is limited to 12 semester hours. Prerequisite: admission to student teaching, EDUC 332, 334A, 431, READ 270 and 332 and admission into the student teaching program. EDUC 437 and READ 475 are to be taken concurrently.

EDUC 461. Student Teaching in the Secondary Schools (6:X:X)

Directed observation, participation and teaching in the secondary schools for 12 weeks, full days. A student's academic load for the semester in which he or she is engaged in student teaching is limited to 12 semester hours. Prerequisite: admission to student teaching, EDUC 332, 334A, 432. EDUC 438 and READ 436 are to be taken concurrently.

EDUC 462. Student Teaching (All-Level) (6:X:X)

Directed observation, participation and teaching in elementary and secondary schools for 12 weeks, full days. A student's academic load for the semester in which he or she is engaged in student teaching is limited to 12 semester hours. Prerequisite: admission to student teaching, EDUC 332, 334A, 431, or 432. EDUC 438 and READ 436 are to be taken concurrently.

EDUC463. Clinical Teaching (6:X:X)

Directed observation, participation, and teaching in an approved school for 12 weeks, full days. Prerequisite: EDUC332, EDUC431/432/433, EDUC334A, EDUC437/438/471, reading coursework, 30 hours of field experience, admission to the Post-Baccalaureate Teacher Certification Program and application to clinical teaching.

EDUC 465. Student Teaching in the Middle School (6:X:X)

Directed observation, participation and teaching in the middle schools for 12 weeks, full days. A student's academic load for the semester in which he or she is engaged in student teaching is limited to 12 semester hours. EDUC 471 and READ 336 are to be taken concurrently with this course. Prerequisite: admission to student teaching, EDUC 332, 334A, 433.

EDUC 471. Classroom Management, Grades 4-8 (3:3:0)

A specific application of methods and strategies of and comprehensive planning for instructional delivery and classroom management in 4-8th grade classrooms. The primary purposes of this course are to apply, integrate and synthesize skills in the context of a specific classroom as well as to set goals that strengthen professional confidence and identity. This Capstone Course requires the application of the general knowledge base from EDUC 332, 334A and 433. Extensive fieldwork time in the student teaching classroom is required. EDUC 465 and READ 436 are to be taken concurrently. Prerequisite: admission to student teaching.

READING EDUCATION**READ 270. Literature for the Classroom (3:3:0)**

A study of quality children's literature reflective of all ethnic groups and how it can be used in the classroom. Prerequisite: Admission to the Educator Preparation Program required.

READ 332. Foundations of Literacy (3:3:X)

A study of the five components of the science of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension) as applied to the emergent and early reader. Field experience required. Prerequisite: Admission to the Educator Preparation Program.

READ 376. Literacy Assessment (3:3:X)

A study of formal and informal assessments and the means by which assessment data is used to plan instruction. Field experience required. Prerequisite: Admission to the Educator Preparation Program.

READ 436. Literacy in the Content Areas (3:3:X)

A study of strategies useful in improving reading and study skills in the content areas. Course taken with student teaching.

READ 475. Reading and Writing Across the Curriculum (3:3:X)

A study of how reading and writing abilities can be enhanced in the content areas for on-level and struggling readers. Course taken with student teaching.

POST-BACCALAUREATE TEACHER CERTIFICATION PROGRAM

Texas Lutheran University offers a post-baccalaureate teacher certification program in addition to its traditional undergraduate teacher certification program. The post-baccalaureate program is authorized by The State Board of Educator Certification and meets all federal No Child Left Behind standards for an acceptable alternative route to certification by being a program that:

1. Provides high-quality professional development that is sustained, intensive and classroom focused in order to have a positive and lasting impact on classroom instruction before and while teaching;
2. Provides intensive supervision that consists of structured guidance and regular ongoing support for teachers or a teacher mentoring program;
3. Allows the candidate to assume the functions as a teacher for a specified period of time not to exceed three years; and
4. Requires the teacher to demonstrate satisfactory progress toward full certification as prescribed by the State.

The TLU post-baccalaureate program offers certification in a variety of areas. These certification areas include: EC-6 Generalist, 4-8 Generalist, 4-8 Science/Math, 4-8 English Language Arts and Reading, 4-8 Social Studies, 4-8 Science, 4-8 Math, 7-12 English Language Arts and Reading, 7-12 History, 7-12 Life Science, 7-12 Math, 7-12 Physical Science, 7-12 Social Studies, 7-12 Science, All-Level Art, All-Level Music, All-Level Physical Education (Kinesiology), All-Level Spanish.

ADMISSIONS REQUIREMENTS

Post-baccalaureate program applicants must have, as a minimum, a bachelor's degree with a minimum GPA of 2.75 and 24 semester hours in the certification area of their choice. Prospective students who have already completed a minimum of 24 hours in a subject content area need to complete, in most cases, 18 hours of professional development coursework in the post-baccalaureate program. This includes 12 hours of professional development coursework in the university

classroom and 6 hours of internship in a school setting. A detailed review of each applicant's transcript will determine exactly how many hours are required for certification.

POST-BACCALAUREATE PROGRAM CURRICULUM

Curriculum for the program is based on the traditional TLU Teacher Education program that has been aligned with SBEC's approved new educator standards for Pedagogy and Professional Responsibilities. When applicable, the standards emphasize the required statewide public school curriculum or the Texas Essential

Knowledge and Skills (TEKS), which also reflect the current research on the developmental stages and needs of children from Early Childhood through Grade 12.

Emphasis is placed on proficiencies for teachers in learner-centered schools. Instruction addresses current research and methodology to provide teachers with the knowledge and skills necessary for successful classroom teaching. Benchmarks and assessments have been established to ensure attainment of standards, competencies and proficiencies.

In the post-baccalaureate program, teacher interns must meet all educational requirements that include professional development/competencies regarding area content, evaluations, assessments, field-based experiences, service learning projects, professional observations/appraisals, portfolios and attendance/participation. Interns must successfully complete all preparation program requirements and appropriate certification tests for their certification area. A thorough year-long internship is closely monitored by the TLU faculty. During the internship year, all students work with a mentor teacher in the school in addition to the university supervisor. The role of the mentor is to assist the student to develop into an independent, fully functioning reflective teacher who will regularly engage in problem solving related to his or her own teaching. The mentor teacher also observes and assesses the intern's performance in the classroom. The following courses are the minimum required courses to prepare teacher interns to meet standards for Pedagogy and Professional Responsibilities:

| <u>Course Number</u> | <u>Course Title</u> | <u>When offered</u> |
|---|-----------------------------------|--------------------------|
| • EDUC 334A | U.S. Schools | evening - summer session |
| • EDUC 332 | Learning Processes and Evaluation | evening - fall session |
| • EDUC 431/432/433 | Instructional Strategies | evening - spring session |
| • EDUC 437/438/471 | Classroom Management | evening - summer session |
| • EDUC 439 | Internship for two full semesters | |
| • 30 hours of classroom field experience | | |
| • 6 hours of test preparation done through T-CERT | | |
| • 2 online Reading courses done through Ed2Go | | |

ENGLISH STUDIES

Mission Statement: The program in English studies introduces students to literature in a variety of cultural and historic contexts. Students will learn advanced writing and composition skills as they explore cultural and structural aspects of literature in a variety of contexts and styles. Students will learn research and analytic skills that can be applied in a myriad of writing situations, from the creative to the corporate. Students will be challenged to ask and answer questions about why literatures are written, why they take the forms that they do, what they communicate about human experiences and what impacts they have on the individual and on society.

Goals: The English studies major provides students with a broad understanding and appreciation of English language and literatures. These abilities are enhanced as students gain knowledge of literary forms and the cultural and historical circumstances these forms and their interpretations shape and reflect. English studies majors develop analytical, interpretive and verbal skills.

Career opportunities: Students planning to enter the following fields may wish to consider a major in English studies: law, web design, teaching, public relations, human resource management, publishing, politics, ministry, writing and editing. Students who decide to pursue graduate work will be well prepared to enter programs in English, rhetoric and composition, American studies, comparative literature and communication studies.

Major in English studies (literature specialization): 36 semester hours including 12 hours of 200-level ENGL courses; 12 hours of upper-division literature from 375, 381, 382, 384, 385, 386A, 386B, 430; 6 hours of upper-division writing from ENGL 330A, 330B, 371, 372, 374, COMM 235, COMM236; Take ENGL 474; Take ENGL 475.

Supporting courses for English studies (literature specialization): 15 semester hours including SPAN 132 and 231 (or the equivalent in another language); COMM378; 3 hours from COMM237, 271, 274; 3 hours from COMM332, 336, 338, 339, 373, 377, 379.

Major in English studies (writing specialization): 36 semester hours including 12 hours of 200-level ENGL courses; 6 hours of upper-division literature from 375, 381, 382, 384, 385, 386A, 386B, 430; 12 hours of upper-division writing from ENGL 330A, 330B, 371, 372, 374, COMM 235, COMM236; Take ENGL 474; Take ENGL 475.

Supporting courses for English studies major (writing specialization): 15 semester hours including SPAN 132 and 231 (or the equivalent in another language); COMM378; 3 hours from COMM237, 271, 274; 3 hours from COMM332, 336, 338, 339, 373, 377, 379.

Minor in English studies: 18 hours, including 6 hours at the 200 level; and 12 hours upper-division.

ENGLISH**COMP 131. English Composition I (3:3:0)**

This course teaches academic reading and writing skills, which are crucial to students' success and intellectual growth in all their courses. Students will refine their existing writing skills and address any problems they might have with standard English usage by engaging in extensive writing and revision of student-generated papers. Additionally, students will learn to read texts critically and carefully and to produce analytical arguments using them. Each section of COMP 131 has a different critical emphasis, but all sections do the same amount of work.

COMP 132. English Composition II (3:3:0)

This course continues to teach academic reading and writing skills. Students write a major research paper over the course of the semester that focuses on a problem and what should be done to alleviate it. Students learn research skills as well as the most effective rhetorical techniques to convince their audience of the importance of their chosen topic and the plausibility of their solution. Prerequisite: COMP 131.

ENGL 272A. American Literature: Race, Class, Gender (3:3:0)

A historical study of the intersectionality of race, class and gendered experiences in American literature. Readings may focus on the works of African-American, Mexican-American, Asian-American or Native American writers; gendered experiences within and between ethnic groups; and the role of socioeconomic mobility in creating and resolving conflict.

ENGL 272B. American Literature: The American Dream (3:3:0)

A historical survey of American literature focused on portrayal and examination of The American Dream and the closely related concept of American exceptionalism. Students in this course will study the origins and changing definitions of the American Dream, as well as the practices, images and stories associated with its pursuit and achievement.

ENGL 273. Heroes, Monsters, and Courtly Love (3:3:0)

An examination of the literature of England from the exploits of Beowulf through the Arthurian legends and the worlds of Shakespeare and Milton, emphasizing the relation of that literature to British society and its contradictions.

ENGL 274. Romanticism, Religion, Science, Culture (3:3:0)

A study of English literature written in reaction to the rationalism of the 17th and 18th centuries, the Industrial Revolution, the devastation of WWI and a crumbling colonial empire.

ENGL 330A. Creative Writing: Fiction Workshop (3:3:0)

A workshop for creative writers in the short story and longer forms. Prerequisite: 3 hours of any 200-level literature course.

ENGL 330B. Creative Writing: Poetry Workshop (3:3:0)

A workshop for creative writers in various modes of poetic expression. Prerequisite: 3 hours of any 200-level literature course.

ENGL 371. Advanced Composition (3:3:0)

An advanced course in critical reading and writing of non-fiction texts which may include academic, professional, or creative works. Students will learn to apply or adapt the requirements of specific genres in order to address the expectations of the intended audience. Emphasis will be placed on the writing process. Prerequisite: COMP 132.

ENGL 372. Structure of English (3:3:0)

An examination of grammar and linguistics, as well as history and structure of the English language. Prerequisite: 3 hours of any 200-level literature course.

ENGL 374. Professional Writing (3:3:0)

This course provides students with an introduction to the rhetorical strategies for producing non-academic, professional texts for different audiences. Students will analyze, compose and edit texts commonly found in workplace settings in order to develop a writing style that is appropriate for a professional context. Prerequisite: COMP 132.

ENGL 375. The Epic and Aristocratic Values (3:3:0)

The epic insists on the cosmic significance of human affairs, to the point where some human beings partake of divine nature. From Gilgamesh through the Iliad and The Odyssey to Paradise Lost, this course will explore the characters of the leading figures.

ENGL 379. Special Topics (3:3:0)

This course provides students with the opportunity to examine specific themes or ideas in a selection of works from world, British or American literatures. Representative courses include: African Literature, British Romanticism, Greek Tragedy, Irish Literature and Politics, Literary Naturalism. May be taken multiple times for credit. Prerequisite: 3 hours of any 200-level literature course.

ENGL 381. English Romantic Lyric Poetry (3:3:0)

A study of Gray, Wordsworth, Coleridge, Southey, Keats and Shelley, among others. Attention will be given to the poets' reach for the ineffable, using medievalism, exoticism, nature and love.

ENGL 382. The Novel in the 19th Century (3:3:0)

This course will examine the phenomenon of an ever-growing reading public, which fostered a literature of stories about that very public. At first seen as marginal, novels such as those by Jane Austen, George Eliot and Charles Dickens soon became the most popular literary form of the last two centuries.

ENGL 384. Women Writers (3:3:0)

An examination of the "women's tradition" in literature with an emphasis on diversity and intersections with other literary traditions. This course may take a narrow focus on particular female authors, or may address a particular topic and its treatment by a wider variety of writers. Attention to commonalities and differences among women, as well as the formal considerations that shape women's writing.

ENGL 385. The American Short Story (3:3:0)

A study of the short story as written by American authors using both traditional and innovative narrative techniques. Readings will drive discussion of various methods for constructing authorial point of view, modes of narrative compression, the relationship of story structure to reader response and the range of styles in which authors practice the short story, from realism to postmodernism.

ENGL 386A. Shakespeare's Comedies and Histories (3:3:0)

Examination of Shakespeare's comedies will focus on timeless topics like love, marriage, money and gender, in styles that range from the courtly to the slapstick. The English histories provide an understanding of the human side of momentous events.

ENGL 386B. Shakespeare's Tragedies and Romances (3:3:0)

An examination of Shakespeare's tragic view of existence, which elevates human suffering to a cosmic level for its protagonists, whether young (Romeo and Juliet) or old (King Lear).

ENGL 410, 420, 430. Independent Study (X:0:0)

Intensive individual study in language or literature. open to any student upon recommendation of the instructor and approval from the department of English and communication studies. 1 to 3 hours of credit. Prerequisite: 3 hours of upper-division English studies.

ENGL 474. Literary Theory (3:3:0)

An in-depth exploration of key literary theory from antiquity to the present. This course is designed to prepare students for their senior thesis project by teaching the fundamentals of literary research, analysis and scholarship. Prerequisite: senior standing

ENGL 475. Senior Thesis (3:3:0)

An advanced study of different kinds of research and interpretive traditions in English Studies. Students work toward creation of an interpretive or creative thesis project advised by a member of the English and communication studies department faculty. Results of this research will be presented to the full faculty. Prerequisite: senior standing, ENGL 474.

ENVIRONMENTAL SCIENCE/ ENVIRONMENTAL STUDIES

The mission of these programs is to increase student and faculty awareness of the natural world and the complex environmental problems that face us. The course work will emphasize seeking local and viable solutions to these problems as well as coming to understand the global nature of the issues. Integrated and interdisciplinary, these minors are offered for students who want an in-depth study of the various ethical, legal, political, economic and scientific factors that are involved in human interaction with the environment.

Minor in Environmental Science: 18-20 hours, including BIOL 347 or CHEM 342; ENVS 412; 419, 429 or 439; INTL 231 (Environment) or GEOG 131; POLS 231 or ECON 237; 6 hours from PHIL 331, GEOG 236 or VART 436.

Minor in Environmental Studies: 18-20 hours, including ENVS 140; 412; 419, 429 or 439; INTL 231 (Environment) or GEOG 131; STAT 374; 6 hours from PHIL 331, GEOG 236 or VART 436.

ENVIRONMENTAL SCIENCE

ENVS 140. Environmental Science (4:3:3)

This course serves as an introduction to the disciplines and methods involved in environmental research from a natural science perspective. Topics may include ecology, watershed studies, biodiversity, native plants, ecological restoration and global change. Laboratories will provide opportunities to gather and analyze ecological data, to learn techniques, and to use specialized equipment. Biology and chemistry majors may not count this course toward the minor and must take BIOL 347 or CHEM 342.

ENVS 412. Environmental Studies Seminar (1:1:0)

An oral and written presentation by the student that summarizes the results of independent research or internship experiences.

ENVS 419, 429, 439. Internship in Environmental Science/Studies (X:X:X)

Designed to provide environmental science/studies minors opportunities to work in government agencies, private industry and other areas related to the environmental field.

FRENCH STUDIES

With an emphasis on the oral component of the language, the French program is designed to ensure that the student acquires appropriate fluency in the language, as well as a panoramic knowledge of the culture, history and traditions of the French-speaking countries.

The minor in French studies is designed to enrich and enhance a student's major area of study by providing the opportunity to acquire functional fluency in the language as well as a working knowledge of the cultures and peoples of the French-speaking world. Students are urged to study for at least one summer, fall or spring term in a French-speaking country.

STUDENT PLACEMENT IN FRENCH

Students with previous instruction in French are required to take the departmental placement test. Those students who, based on the placement test results, make a grade of B or better in any of the following courses (132, 231, 232, 331) will receive institutional credit for each level of the language that has been skipped. While these institutional credit hours will count toward total hours needed for graduation, they will not count toward completion of the general education requirements.

ADVANCED PLACEMENT CREDIT

Students may receive College Board Advanced Placement credit (AP), International Baccalaureate Program credit (IB) or College Level Examination Program credit (CLEP) in French. The total advanced placement credit in French at Texas Lutheran University shall not exceed 12 hours.

Minor in French Studies: 18 semester hours in French including a maximum of 9 semester hours from FREN 131, 132, 231, and 232; 6 semester hours from FREN 331 and FREN 332; 3 semester hours from an independent study or internship. A semester or year of study abroad in a francophone country may be substituted for the upper-division work, and is strongly recommended for all students who wish to become fluent in French.

FRENCH STUDIES**FREN 131. French Language and Culture I (3:3:0)**

An introductory course for those with little or no knowledge of French. Integrates language and culture with classroom activities that focus on listening and speaking in personal contexts. Reading and writing strategies are introduced.

FREN 132. French Language and Culture II (3:3:0)

Classroom activities focus on student interactions in personal and survival contexts. Students read simple connected texts and write creatively, using rudimentary discourse strategies. Prerequisite: FREN 131 or equivalent.

FREN 210, 220, 230; 310, 320, 330. Directed Study (X:X:X)

Directed study courses in French studies are individualized study courses under the general supervision of a French faculty member. The topic chosen by the student and approved by the faculty member and department must be sufficiently delimited to permit oral and written reports. Consult the French instructor for details.

FREN 231. French Language and Culture III (3:3:0)

Emphasis is on conversational strategies in a wide range of contexts likely to be encountered in francophone countries (concrete topics). Connections between language and culture are stressed. Students read short texts and write coherent paragraphs in present, past and future time frames. Prerequisite: FREN 132 or equivalent.

FREN 232. French Language and Culture IV (3:3:0)

Continued emphasis on concrete discourse strategies in practical and social situations, with an introduction to those strategies needed to sustain a more complex conversation. Cultural clichés and realities are further explored through a variety of readings and classroom activities. Students write short descriptive and narrative essays. Prerequisite: FREN 231 or equivalent.

FREN 331. Advanced Conversational French (3:3:0)

Students develop discourse strategies needed for sustained conversation on concrete and abstract topics. Classroom activities concentrate on more complex cultural and linguistic tasks in a variety of situations. Students begin to write coherent short discursive essays. Prerequisite: FREN 232 or equivalent.

FREN 332. Advanced Practice in Reading and Writing (3:3:0)

This course offers students the opportunity to improve their reading and writing skills in French. The students will read texts and write coherent narrative essays using advanced French grammar skills. Prerequisite: FREN 232 or FREN 331 or instructor's permission.

FREN 410, 420, 430. Independent Study (X:X:X)

Intensive, individual study and research are available to qualified students with a special interest in doing advanced work in French studies. The student devises the study proposal in consultation with the faculty supervisor and obtains the approval of the department. The student works independently until the presentation of the final results. Consult the French instructor for details.

FRESHMAN EXPERIENCE

FRESHMAN EXPERIENCE**FREX 134. Exploring the Arts and Sciences (3:3:0)**

This course brings TLU first-year students into a multi-generational community of learning. By engaging texts written out of diverse disciplines and participating in curricular and co-curricular activities, this course is focused on developing critically reflective reading skills at a university level. Transfer students who have been graduated from high school for at least one year and have 24 hours or more of transferrable credit are exempt from taking FREX134.

GEOGRAPHY

As an academic discipline, geography enables us to understand the relationship between ourselves and the world in which we live. The interconnectedness brought about by the forces of globalization make this knowledge increasingly crucial. Human geography uses culture regions, migration and human impact on our surroundings to examine the world at large while physical geography completes the pictures incorporating the role of the earth's natural forces. In geography we ask questions about our home, the world we live in, how it affects us and how we affect it.

The minor in geography, in keeping with the Department's commitment to academic excellence, is designed to get the students to think about the connection between human culture and the physical world. Using an inter-disciplinary approach, the geography minor provides a grounding in basic geographic tools, concepts and content and links this knowledge to other disciplines and academic majors.

Minor in Geography: 18 semester hours, including GEOG 131, 233 or ENVS 140; GEOG 236 plus one more 200-level geography course and 6 hours of upper-division geography courses. Specific courses in other departments with a strong geography component may count towards the minor, subject to approval from the Department of Political Science, Sociology and Geography.

GEOGRAPHY

GEOG 131. Introduction to Global Geography (3:3:0)

This foundation course for the study of geography will introduce students to key areas of the discipline, including climate, weather, soils, land and resource management, GIS, cartography, geomorphology, agriculture, human migration and settlement patterns, urban development, as well as the influence of geographic factors on social organization and development. The course will also include disciplinary applications such as the role of geography in the explorations and discovery of natural resources. Field trips may be used to illustrate key themes and are an integral component of the course.

GEOG 231. World Regions, Realms and Concerns (3:3:0)

This course uses geographical relationships applied to major social, political, cultural, economic and environmental processes at work in representative world cultures.

GEOG 232. North American Geography (3:3:0)

This course surveys the establishment, expansion and regional development of the United States, Mexico and Canada using a geographical perspective. It is designed to help students understand North American social, political, economic and cultural developments within a continental geographic context. A sample of the topics explored: cultural encounters, territorial acquisitions, transportation, economic development, political development, impacts upon the environment and landscapes and the rise of regional identities.

GEOG 233. Physical Geography (3:3:0)

This course provides an introduction to the processes involved in the formation of the earth's physical environment. Emphasis is on ecosystemic studies of flora, fauna, weather, climate, vegetation, soils and land forms.

GEOG 234. Geography and Global Cultures (3:3:0)

This course provides an introduction to the study of the interrelationships of humans and the earth's physical environment. The themes of culture regions, diffusion, ecology, integration and landscape are explored on a global, national and regional level.

GEOG 236. Geographical Information Systems (GIS) (3:3:0)

This course will teach the basic skills and applications of Geographic Information Systems. The emphasis will be on techniques used in geography and in other disciplines, such as biology, political science and sociology.

GEOG 331. Borderlands: Geography of Mexico and Texas (3:3:0)

This course will look at how the physical environment has shaped and continues to shape people's lives and culture in the area under consideration. While the course is tailored for educators, particularly those who will be teaching in a bilingual/bicultural environment, it will benefit all students interested in human culture, the environment and the interaction of the two. Prerequisite: Sophomore standing.

GEOG 379. Special Topics in Geography (3:3:0)

An in-depth analysis of selected topics and regions in geography to be announced at the time of scheduling the course. May be repeated for credit when topics are changed. Prerequisite: Sophomore standing.

GEOG 380. The Metropolis: Geography of the Urban Realm (3:3:0)

This course will cover the major geographical forces at work in the development of cities and their hinterlands. Students will learn the locational aspects of urbanization, the functions of and relationships among and between cities and their relationship to rural areas along with the internal structure of urban areas. The course will also introduce basic concepts in modern urban planning, including the role of citizens in the process. Prerequisite: Sophomore standing.

GREEK STUDIES

The minor in Greek studies is designed to enrich and enhance a student's major area of study by providing the opportunity to achieve reading and translating competency in Biblical Greek and have modest exposure to classical Greek.

Minor in Greek Studies: 18 semester hours in Greek, including GREK 131, 132, 231, and 232, plus 6 semester hours of upper-division credit with directed studies courses and/or independent study courses in Greek. (See the "Academic Requirements" section of this catalog for the general requirements for a minor.)

GREEK**GREK 131. Elementary Greek I (3:3:0)**

The essentials of New Testament Greek with emphasis on inflectional forms, grammar and basic syntax.

GREK 132. Elementary Greek II (3:3:0)

Continuation of the essentials of New Testament Greek with emphasis on inflectional forms, vocabulary and basic syntax. During the last two weeks of the semester, portions of the Gospel According to John and of 1 John will be read and studied in Greek. Prerequisite: GREK 131.

GREK 231. New Testament Greek Reading (3:3:0)

Reading and study of the Gospel According to Mark and portions of the Gospel According to Matthew in Greek. Grammar review and development of an effective Greek New Testament vocabulary. Introduction to basic exegetical methods. Prerequisite: GREK 132.

GREK 232. Advanced New Testament Greek Reading (3:3:0)

Reading and study of the Gospel According to Luke in Greek. Exegetical methods will be applied to the texts. Prerequisite: GREK 231.

GREK 310, 320, 330. Directed Study in Greek (X:X:X)**GREK 410, 420, 430. Independent Study in Greek (X:X:X)**

HEBREW STUDIES

The minor in Hebrew Studies is designed to enrich and enhance a student's major area of study by providing the opportunity to achieve reading and translating competency in Biblical Hebrew and have modest exposure to modern Hebrew.

Minor in Hebrew Studies: 18 semester hours in Hebrew, including HEBR 131, 132, 231, and 232, plus 6 hours of upper-division credit with directed studies courses and/or independent studies courses in Hebrew.

HEBREW**HEBR 131. Biblical Hebrew Language and Culture I (3:3:0)**

The essentials of Biblical Hebrew with emphasis on vocabulary, inflectional forms, basic syntax and simplified Hebrew prose.

HEBR 132. Biblical Hebrew Language and Culture II (3:3:0)

Continuation of HEBR 131. The Book of Ruth is read in Hebrew.

HEBR 231. Biblical Hebrew Language and Culture III (3:3:0)

Further study of Hebrew grammar. Reading and discussion of significant portions of Biblical Hebrew prose and poetry.

HEBR 232. Biblical Hebrew Language and Culture IV (3:3:0)

Reading and discussion of more difficult portions of Biblical Hebrew prose and poetry, together with modern Hebrew prayers and liturgies.

HEBR 310, 320, 330. Directed Study in Hebrew (X:X:X)**HEBR 410, 420, 430. Independent Study in Hebrew (X:X:X)**

Consult with instructor before registering. May be repeated for credit. 1 to 3 hours credit. Prerequisite: intermediate proficiency in the Hebrew language.

HISTORY

The discipline of history represents a dialogue between the past and the present. Through the study and interpretation of the past, the historian attempts to reconstruct and represent the course of human developments, thereby shedding light on current concerns. The student of history learns to look for information, interpret its meaning, and through a careful consideration of the sources, reach thoughtful and informed decisions.

Major in history (liberal arts specialization): 30 semester hours, including HIST 131-132, 9 hours of 200-level courses of which 3 must be either 233 or 234, 12 hours of 300-level history including HIST 378; and 478 (usually taken in the senior year).

Supporting courses for history (liberal arts specialization): (Select option A, B or C).

- A. Four semesters (usually 12 hours) of a modern or classical language, demonstrated competency, or a minimum of 11 weeks in an accredited study abroad program; 12 hours in disciplines other than history on topics related to the student's major emphasis (at least 6 hours must be upper-division).

OR

- B. Four semesters of a modern or classical language and a minor other than History.

OR

- C. A second major.

Major in history (pre-law specialization): 30 semester hours, including HIST 131-132, 9 hours of 200-level courses of which 3 must be either 233 or 234, 12 hours of 300-level history including HIST 378; and 478 usually taken in the senior year.

Supporting courses for history (pre-law specialization): 24 semester hours, including 6 hours of a modern or classical language plus 18 hours chosen from the following (9 hours must be upper-division): PHIL 232, PHIL 233, PHIL 339, POLS 319, POLS 431, CRCJ 231, CRCJ 331, SOCI 332, SOCI 373, SOCI 374.

Major in history (public history specialization): 30 semester hours, including HIST 131, 132, 270; 272 or 273; 378, 387, 6 hours of 300-level HIST electives, 439, 478.

Supporting courses for history (public history specialization): 27-30 hours, including ISYS 133, VART 138 or VART 232, VART 275, VART 378, COMM 236, COMM 271, BUSI 337 or BUSI 372, POLS 331, GEOG 236 or GEOG 380, SPAN 132 (or demonstrated competency).

Minor in History: 18 semester hours to be chosen in consultation with the advisor (at least 9 hours must be upper-division).

Minor in business methods for historians: see "Business" section of the catalog. For details on the History teaching specialization, see the "Education" section of the catalog for specific certification requirements.

Honors Program Participants: History Honors students must meet the same requirements as those listed for non-honors students, with the exception that 6 hours must have History Honors designations. HONR designated history courses usually include 3 hours Independent Studies and a regular upper-division course with an honors contract agreement.

HISTORY

HIST 131: Early North America to the mid-19th century (3:3:0)

This course is an integrated survey of continental North American–United States, Mexico and Canada–history from pre-Columbian times to the mid-19th century. It is designed to help students understand North American social, political, economic and cultural developments within continental and international contexts. (The key elements of U.S. history will be covered.)

HIST 132: Modern North America from the mid-19th century (3:3:0)

The course is an integrated survey of continental North American–United States, Mexico and Canada–history from the mid-19th century to the present. It is designed to help students understand North American social, political, economic and cultural developments within continental and international contexts. (The key elements of U.S. history will be covered.)

HIST 233. World Cultures (3:3:0)

This course is designed to engage the student in studying major social, political, cultural and economic processes at work in representative world cultures and the relationship with their environment from antiquity to the 16th century.

HIST 234. History of the Modern World (3:3:0)

This course is designed to engage the student in studying major social, political, cultural and economic processes that shaped the world from the 16th century to the present. Prerequisite: COMP131 & COMP 132.

HIST 270. Texas and the Borderlands (3:3:0)

An examination from pre-Columbian times to the present of the social, cultural, economic, political and environmental forces that connect Texas and its neighboring regions in the U. S. and Mexico. (Elements of Texas history considered essential in traditional courses will be included.)

HIST 272: Major Issues in Gender History (3:3:0)

An examination of the role of gender in history, emphasizing themes such as sexuality, male and female relations, feminism and the social construction of gender. Prerequisite: COMP131 & COMP 132.

HIST 273: Major Issues in Ethnic and Racial History (3:3:0)

An examination of the ethnic and racial components of the Americas, tracing issues such as national participation and cultural formation within the context of differing interpretations of the history of the Americas. Prerequisite: COMP131 & COMP 132.

HIST 274 Major International Issues in Historical Perspective (3:3:0)

A course that explores the historical dimensions of current global issues. It may focus on themes or regions, explaining current conflicts and challenges through their development over time. Prerequisite: COMP131 & COMP 132.

HIST 378. The Historian's Craft: Historical Methods (3:3:0)

This course is designed to encourage critical thinking about the possibilities of historical knowledge as well as changing methodologies of research, analysis and interpretation. It also deals with crucial issues facing the history student in her or his choice of a career in history, discusses professional ethics and introduces the most important tools of research. History majors will take this course as they begin upper-division coursework. Prerequisite: HIST131-132, at least 3 hours of 200-level history.

HIST 380. Patterns (3:3:0)

A course in this category provides an exploration of social, political, cultural, or economic patterns in specific world regions or historical periods. The course may focus on the key patterns of one group over time or of different nations during a specific period. For example, a course could cover selected imperial patterns from the Sumerians to the British. May be repeated for credit when topics change. Prerequisite: Junior standing or instructor's permission.

HIST 381. Frontiers (3:3:0)

A course in this category provides an exploration of frontiers—from geographic to virtual—in varying world regions and historical periods. The emphasis will be on comparable experiences in different geographic regions, but may also focus on one specific area. For example, a course could cover 19th century cultural frontiers in Canada, Russia, southern Africa and the U. S. May be repeated for credit when topics change. Prerequisite: Junior standing or instructor's permission.

HIST 382. Migrations (3:3:0)

A course in this category provides an exploration of human migrations—forced and voluntary—within, between, and among varying world regions over time or during specific historical periods. For example, a course could cover Spanish, African, Irish and Chinese migrations to the Americas. May be repeated for credit when topics change. Prerequisite: Junior standing or instructor's permission.

HIST 383. Communities (3:3:0)

A course in this category provides an exploration of how humans define and organize their communities in specific world regions and historical periods. Course may focus on gender, race, ethnicity and class as well as other historically important markers. For example, a course could explore how specific cultural groups in North America, Western Europe and Southeast Asia have redefined themselves in the period from the Industrial Revolution to the present. May be repeated for credit when topics change. Prerequisite: Junior standing or instructor's permission.

HIST 384. Regions and Regional Dynamics (3:3:0)

A course in this category covers the history of specific world regions. For example, a traditional History of China course could be offered. May be repeated for credit when topics change. Prerequisite: Junior standing or instructor's permission.

HIST 385. International Interactions (3:3:0)

A course in this category provides an exploration of global contacts, connections and interactions during different historical periods. The focus could be on diplomatic history, economic exchange or other forms of international interaction. For example, a course on U. S. diplomacy with the Middle East could be offered. May be repeated for credit when topics change. Prerequisite: Junior standing or instructor's permission.

HIST 386. Readings in History and Other Disciplines (3:3:0)

A course in this category provides an exploration of how writers from a variety of academic and national backgrounds have looked at historical events, the process of making sense of what has occurred and the steps involved in sharing with a larger public. For example, a course could cover 19th century Latin America with readings from biologists, geographers, diplomats and general travelers. May be repeated for credit when topics change. Prerequisite: Junior standing or instructor's permission.

HIST 387. Introduction to Public History (3:3:0)

This course introduces students to the theory and practice of some of the fields of public history such as museums, archives, historic preservation, local history, oral history, living history, heritage tourism and cultural resource management. Students also examine the relationship between public history and the broader history profession and explore major debates in the field of public history today. May include local case studies and field trips. Prerequisite: 3 hours of 200-level history and sophomore standing.

HIST 410, 420, 430. Independent Study (X:X:X)**HIST 439. History Internship (X:X:X)**

Internships are available in museums, historical associations, state historic sites, offices and archives. They are designed to give students experience in a public agency setting under close supervision. Prerequisite: department approval.

HIST 478. Research Seminar (3:3:0)

This course is designed to give advanced history students experience in research and public presentation of research results. Topics change annually according to instructor and student interest. Prerequisite: at least 6 hours of 300 level courses including HIST 378 and at least junior standing.

HONORS PROGRAM

The Texas Lutheran University Honors Program provides educational challenges and responsibilities for highly gifted and motivated students. Recognizing that honors students are broadly and intensely curious, adventuresome, and creative, the university provides unique honors courses populated only by honors students and taught by professors who relish the pedagogical challenges raised by these dynamic students. In addition to an honors curriculum that provides both traditional and non-traditional mechanisms for learning, the Honors Program offers special features designed to enhance the education of honors students.

BASIC FEATURES OF THE HONORS PROGRAM

Honors students must satisfy the university's minimum requirements of 124 credit hours for graduation, and the associated 30 upper-division-hour requirement. Students must maintain a 3.25 cumulative grade point average to remain in the Honors Program.

A. Honors Courses

Students must complete the following courses:

1. Honors section of the Freshman Experience, FREX 134 HON *
2. Honors section of Introduction to Theology, THEO 133 HON.
3. Honors Directed Reading, HON 331
4. Honors Interdisciplinary Course, HON 332
5. Honors Capstone, HON 431
6. Six Honors credits in the student's major

* Admitted students who have completed FREX 134 and transfer students who are not required to take FREX 134 will receive a waiver for the Honors section.

B. Distributions of a Liberal Arts Education

Honors students must complete three hours of Arts, Humanities, Natural Sciences (including a lab), and Social Sciences in order to fulfill their Distribution of Liberal Arts Education requirements, rather than the 6 hours requirement of the general program.

C. General Education, Major and Supporting Coursework

With the exception of those changes explicitly mentioned above, Honors students must complete all requirements of the General Education program, as well as all requirements of their major and supporting courses.

ADMISSION TO THE HONORS PROGRAM

Students may apply to the Honors Program at two junctures:

- During the semester preceding their first semester at TLU
- During their first semester at TLU

To be considered for admission, students must have:

- 3.5 cumulative GPA
- Fewer than 40 semester hours of university work
- A complete application, available at the Honors Website,
- https://my.tlu.edu/ICS/PUBLIC_TAB/TLU_Honors_Program.jnz
- Two letters of recommendations

Please contact the Honors Program director, Robin Bisha at rbisha@tlu.edu, with any questions.

ADDITIONAL BENEFITS FOR HONORS PROGRAM PARTICIPANTS

- Individualized Curriculum Plan: Instead of the regular degree requirements noted above, an honors student may propose to the Honors Program Advisory Committee a customized degree plan which is particularly crafted to meet the intellectual and/or career interests of the individual honors student.
- Study Grants: Honors students may apply for funds to support special research and study efforts while they are enrolled at TLU.
- Cultural Event Reimbursement: Honors students who attend area cultural events may receive reimbursement for part of the ticket price.
- Important information about courses, conferences, graduate scholarship opportunities, cultural event opportunities in the area and on-campus events, etc. are shared with honors students by email correspondence from the Honors Program office.
- Restricted Enrollment courses: The 21 hours of Honors Program courses are restricted to honors students.
- Special Academic Advising: Honors students formulate their degree plans in consultation with faculty advisors in their majors and the Honors Program Director provides supplemental advising as well.

- Social opportunities: The Honors Program Center provides a campus location for honors students and their friends to gather. Social events and field trips are scheduled each semester.

HONORS PROGRAM COURSES

FREX 134 (HONR) Exploring the Arts and Sciences (3:3:0)

A special honors section of FREX 134 designed to meet the orientation needs of entering first-year honors students as well as to fulfill the core course requirement. Offered each fall term. (Non-freshmen appointees receive a waiver from the honors section of this course, but need to take FREX 134 for graduation.) Offered every fall term. Prerequisite: First-year Honors student. This course will meet the additional competency of Civic Engagement.

THEO 133 (HONR) Introduction to Theology (3:3:0)

An examination of basic affirmations of the Christian faith. Attention is given to the origin and development of key theological concepts. Emphasis is placed upon the contemporary significance of theological reflection. Offered every spring term. Enrollment is limited to members of the TLU Honors Program. This course will meet one additional competency as determined by the Theology Department.

HONR 331: Directed Readings in the Subject Areas (3:X:0)

An interdisciplinary readings course. From a list submitted by faculty members, honors students select a book from each of the liberal education dimensions: humanities/arts, social science/cross-cultural, natural science and personal well being/theology. During the term, students and faculty meet in small groups to discuss the books, identifying discipline-specific societal or cultural issues. Students submit a paper for each book they have read. This course should be taken during the sophomore year. Offered every fall term. Prerequisite: FREX 134H.

HONR 332: Interdisciplinary Team-taught Seminar (3:3:0)

Team-taught by two tenure-track faculty members from two different disciplines. Drawing on their academic disciplines and personal interests, the two instructors determine the topic for the course. Students will study the topic as a group and, after identifying major issues, each student will construct his/her own project in which a course-related issue is examined from the students' disciplinary perspective. In consultation with the instructors, students will develop a research plan for the project, which will include examination of the subject from multiple perspectives, identification of conflicting arguments within the discipline, and analysis of credible data. Students will present their final evaluation of the issue as both a formal paper and a class presentation. This course is offered each spring term and should be taken during the junior or senior year. Prerequisite: Junior standing.

HONR 431: Senior Honors Capstone Seminar (3:3:0)

A capstone interdisciplinary course for honors students during their senior year. Honors students from various disciplinary specialties research and examine a topic determined by the instructor. Pre-registered honors students, in consultation with the instructor, select resources and determine assignments for the course. Subsequent to studying the agreed-upon resources, students will work in small groups, each comprised of representatives from multiple academic disciplines, to identify an issues-based problem and to strategize, research, evaluate and suggest solutions. The results of the project will be presented both orally and in written form and will include suggestions for a community-based service project, which would help to ameliorate the problem. Offered each fall and spring term. Prerequisite: Senior standing.

DEPARTMENTAL HONORS COURSES (SIX HOURS)

Six of the required 21 hours for honors program students are earned by taking special honors-designated courses in the students' major fields of study. This 6-hour requirement emphasizes the importance of honors students' attainment of superior skill in their major disciplines. All six of these hours must be in upper-division courses in the major. A general principle is that courses must, in some notable and obvious way, individualize the learning experience to address the interests and needs of honors students. Honors students with more than one major must take all 6 hours in one major.

Departments, utilizing one or more of the three mechanisms explained below, have formulated plans for their honors students to meet the 6-hour requirement.

DEPARTMENTAL COURSE OPTIONS

I. Catalog Courses with Honors as a course designator

These courses have "Honors" in their course designators. They may be used by any department.

731. Honors Thesis Research (3:X:X)

Research for the senior honors thesis, generally conducted during the fall semester of the senior year and directed by a faculty advisor.

732. Honors Thesis (3:X:X)

Preparation of the senior honors thesis, generally conducted during the spring semester of the senior year and directed by a faculty advisor.

Option for students in performance fields:

733. Honors Performance Project Research (3:X:X)

734. Honors Performance Project (3:X:X)

There is no paperwork connected with registration for these 7XX Honors courses. However, these courses need to be approved by the department chairperson.

II. Department Courses at the 300 or 400 level.

These may be utilized for honors credit if an honors student has filed an Honors Program Contract Agreement with the Registration and Records office, academic department, instructor of the course and the Honors Program office. Each student, in consultation with the course instructor, must submit a contract to the Honors Program by the second Friday of the semester. The Honors Program Advisory Committee reviews all contracts to determine their suitability.

Honors students register for the course during the regular early registration period, but official designation of the honors credit is not complete until contracts are filed with the Registration and Records office. Please note: 379 Special Topic is a convenient and available option in most departments. It may be utilized for HONR credit when accompanied by an Honors Program Contract Agreement.

III. Independent Study, Directed Study, or Internship courses at 300 or 400 level.

By their very nature, Independent Study, Directed Study and Internship courses entail individualization of the course, and thus do not require Honors Program Contract Agreements to guarantee individualization. Additionally, the approval of the Honors Program Advisory Committee is not required for these courses. Required forms for

these courses are provided by the Registration and Records office. Honors or HONR or H must be clearly stated as part of the course description in order to secure honors credit.

Please note: Some departments have their own departmental internships listed in their departmental offerings. For example, BUSI department has a BUSI 419, 429, 439 Internship course; Biology department also has this arrangement. However, in all cases and for all departments, whether they have an internship listing or not in their catalogue offerings, an Internship Agreement form, available in the Registration and Records office, must be completed and filed with the Registration and Records office. Additional information about the TLU Honors Program is available by contacting the Honors Program Director, Dr. Robin Bisha, at 830-372-6075, or by email at rbisha@tlu.edu.

INFORMATION SYSTEMS

The B.S. degree in information systems combines extensive work in both computer science and business. Graduates in this area are ready to use computer technology in the application of business principles to data-driven decision-making. Information Systems majors may not major or minor in CSCI.

Major in Information Systems (B.S.): 36 hours including CSCI 136, ISYS 232, ISYS 231, CSCI 238, ISYS 332, ISYS 333, CSCI 332, CSCI 334, CSCI 371, CSCI 436, CSCI 437; 3 additional upper-division hours in ISYS or CSCI.

Supporting courses for Information Systems: 30 hours including MATH 136 or 241, STAT 374, STAT 375, BUSI 231, BUSI 232, BUSI 332, BUSI 338, BUSI 373, BUSI 378, COMM 374.

Minor in Information Systems: 18 hours including ISYS 133 or 232, ISYS 231, CSCI 136 or 238; 9 upper-division hours selected from ISYS, CSCI 332, CSCI 334, CSCI 371, BUSI 332 or BUSI 338.

INFORMATION SYSTEMS

ISYS 133. Applications Software (3:3:0)

This is a hands-on class taught in the computer lab. Topics include: operating systems (Windows), word-processing, use of spreadsheets, databases and the internet. Designed for non-computer science majors.

ISYS 231. Introduction to Information Systems (3:3:0)

As an introduction to information systems (IS), it is the goal of this course to present the core of IS principles that every IS student should know. Topics include hardware, software, networks, internet, transaction processing and ethical issues.

ISYS 232. Business Spreadsheet Applications (3:3:0)

Designed to teach students how to solve a wide range of accounting and business application problems using a popular spreadsheet. All aspects of a mature spreadsheet, such as MSExcel, will be explored. Topics will include main spreadsheet features, valid data entry, data filter and queries, formulas and built-in functions, macros, pivot tables, database functions and brief discussions of Visual Programming Language. This class will allow students to apply highly effective tools to produce good decisions including the goal seeking scenarios and solver capabilities of a spreadsheet.

ISYS 332. System Analysis & Design (3:3:0)

This course will examine strengths and weaknesses of the typical system development life cycle including: evaluation of system request, analysis of current systems, paradigms of system design including program development versus utilizing preexisting modules, deployment of systems, testing, maintenance and documentation. Students will apply what they learn to a useful project that will require them to go through each phase of a system design and implementation. Students must retain their work to be used in future classes. Prerequisite: ISYS 231.

ISYS 333. Electronic Commerce (3:3:0)

This course investigates electronic commerce theories, models and strategies needed to successfully build and manage E-Commerce applications. Students will learn how to make sound decisions regarding what type of technology is used to plan, analyze, design and implement an E-commerce application. Topics will include web-based business applications, web marketing, accounting practices for E-Commerce, E-Commerce security, planning a virtual business presence and ethical and legal issues. Prerequisite: CSCI 136 and at least 3 hours of 300 level BUSI or ISYS credit.

INTERDISCIPLINARY STUDIES

INTERDISCIPLINARY**INTR 211, 212, 311, 312. Krost Seminar (1:X:X)**

Topics included in this seminar are related to well-being and health and enable students to explore these areas in greater depth. The course may be used for elective or subject area credit only and is open to any student, but particularly for students who participate in the Krost testing program. The course may be repeated to include three different topics. (211, 311 for fall; 212, 312 for spring.) Past topics have included “Called to Make a Difference” and “Volunteerism” taught by the campus pastor.

INTR 378. Practicum in Academic Tutoring and Supplemental Instruction (3:3:0)

An introduction to the nuances of peer tutoring. Focusing on the general topics of learning theory, this course will show how various learning styles can be integrated in helping tutors/SIs lead peers to become more active in their own learning, developing study skills and understanding of course materials. Topics on cultural awareness and inter-cultural communications will also be covered, as well as group management skills.

INTERNATIONAL STUDIES

The international studies minor helps equip students for international careers, including diplomacy, business, research, development and relief agency work, education, religious organizations and other areas. The minor is interdisciplinary in content, emphasizing the breadth of knowledge in the liberal arts and sciences required to function successfully in the modern world. Students must achieve some ability in a foreign language and must study abroad for at least a four-week period in a TLU-sponsored program or earn at least three hours in a TLU faculty-led study abroad experience. Additional information about study abroad is provided in the special academic programs section of the catalog.

Minor in International Studies: 21 semester hours, including INTL 231, HIST 234, or GEOG 231, POLS 235 or POLS 237, THEO 334, 3 hours of language at the 132 level or higher. In addition, students select one of the following options:

- A. Study abroad for four weeks or longer in a TLU-sponsored program (minimum 6 credit hours) including at least 3 hours of upper division work in any departmental designator; or
- B. Study abroad in any TLU faculty-led program (minimum 3 credit hours) and take 3 hours from the following: POLS 432 or POLS 434, HIST 385

INTL 214. Cross-Cultural Reflections (1:1:X)

This course is open to all students recently returning from study abroad programs but is required of students just returning from at least a semester (fall or spring) of study abroad. It is designed to help students readjust to U.S. culture and to contextualize their international experiences. Themes will include, but not be limited to exploration of experiences before, during and after study abroad, and the literature of cross-cultural experience will be consulted.

INTL 231. Global Perspectives (3:3:0)

This interdisciplinary course introduces global issues, stressing interdependence and focusing on topics including but not limited to national security, human rights, environmental issues, economic development and cross-cultural awareness.

INTL 431: Interdisciplinary Capstone Course for International Studies Major

Students will fulfill this requirement via registration in a departmental capstone course, with approval of the instructor and their international studies major advisor. Research topic should be interdisciplinary and appropriate to the capstone discipline chosen as well as to international studies

KINESIOLOGY

The mission of the kinesiology department is to integrate the liberal arts and sciences with the development of values and attitudes associated with a healthy and well-disciplined body. Through effective teaching and personal involvement, we strive to provide a process that leads to the development of competent, creative and ethical students for leadership and service as teachers of physical education, athletic trainers, sport/fitness managers and exercise scientists.

The kinesiology department offers 1) advanced theory courses in kinesiology leading to a major or teaching field, and 2) personal well-being courses. Refer to general education guidelines for specific information. The student may choose to present up to three additional activity credits as electives. Generally a student is not permitted concurrent registration in physical activity courses.

Major in kinesiology (B.A.) (generalist specialization): 27 semester hours including KINS135, 234, 434, 335, 476; plus 12 additional hours in kinesiology to be determined by the student and advisor.

Supporting courses for B.A. kinesiology generalist specialization: 27 semester

hours, including BIOL 147, BIOL 148, CHEM 130, PRWB130; plus 13 hours to be determined in conjunction with a kinesiology academic advisor and to be approved by the department chair.

Major in kinesiology (B.S.) (specialist specialization): 32-33 semester hours including KINS135, 234, 434, 335, 476; plus 17-18 additional hours in kinesiology to be determined by the student and advisor.

Supporting courses for BS kinesiology specialist specialization: 27 semester hours, including BIOL 147, BIOL 148, CHEM 130, PRWB 130; plus 13 hours to be determined in conjunction with a kinesiology academic advisor and to be approved by the department chair.

Major in kinesiology (B.S.) (Teaching/Coaching All-Level certification specialization): see "Education"

Major in kinesiology (B.S.) (Exercise Science specialization): 33 semester hours, including KINS 135, 234, 434, 335, 376, 476, 479; plus 12 hours selected from KINS 230, 238, 333, 430, 433, 480.

Supporting courses for B.S. Exercise Science specialization: 36 semester hours, including BIOL 147, BIOL 148, BIOL 235, BIOL 431, CHEM 143, CHEM 144 or CHEM 341, PHYS 141, PHYS 142; STAT 374; PRWB 130.

Major in kinesiology (B.S.) (Sport and Fitness Management Specialization): 36 semester hours, including KINS 135, 234, 238, 335, 434, 476, 479, 480; plus 12 hours from KINS 230, 333, 376, 379, 430, 433, 439.

Supporting courses for B.S. Sport and Fitness Management Specialization: 32 semester hours, including BIOL 147, BIOL 148, BIOL 235, BUSI 231 or 235, BUSI 337, BUSI 373, BUSI 378, CHEM 130, PRWB130, SOCI 372.

Skill Activities: Team Sports (1:0:2)

- KINS 113. Volleyball and Basketball
- KINS 115. Softball

Skill Activities: Individual and Dual Sports (1:0:2)

- KINS 119. Golf
- KINS 211. Tennis
- KINS 212. Weight Training
- KINS 212A. Aerobic Fitness Activities
- KINS 213. Racquetball

Skill Activities: Dance and Aquatics (1:0:2)

- KINS 110. Basic Scuba Diving* Prerequisite: basic swimming skills.
- KINS 214. Folk Dance
- KINS 216. Swimming and Emergency Rescue
- KINS 314A. Mountain Biking in outdoor education*
- KINS 314B. Hiking and Backpacking in outdoor education*
- KINS 314C. Canoeing and Kayaking in outdoor education*
- KINS 315. Advanced Scuba Diving* Prerequisite: must have at least an open-Water I Certification or its equivalent.

- KINS 316. Lifeguard Training. Prerequisite: basic swimming skills.
KINS 318. Master Diver Certification* Prerequisite: KINS 315.
KINS 319. Special Topic: Activities offered on demand and with appropriate staff qualifications.

* *Fee required*

KINESIOLOGY

KINS 111P. Practicum in Athletic Training (1:1:X)

This course is intended for students accepted on a probationary status to the athletic training education program. This is a laboratory-based course designed to introduce students to the athletic training profession, procedures of the TLU athletic training education program and basic level clinical skills necessary to complete upper level clinical education requirements of the program.

KINS 112P. Practicum in Athletic Training (1:1:X)

This course is intended for students accepted on a probationary status to the athletic training education program. This is a laboratory-based course designed to continue exposing students to the athletic training profession, procedures of the TLU athletic training education program and basic level clinical skills necessary to complete upper level clinical education requirements of the program. Prerequisite: KINS 111P.

KINS 120. Prevention and Care of Athletic Injuries (2:2:1)

An introduction and overview of the field of athletic training. Emphasis will be placed on gaining the knowledge and practical skills necessary to manage athletic injuries. Topics to include: injury recognition, taping/wrapping, wound care, injury treatment, modality use and rehabilitation.

KINS 122. First Aid and Medical Self Help (2:2:1)

Course is designed to provide the students with an overview and basic understanding of the body systems and the injuries, diseases, and illnesses that can affect these systems. Emphasis is placed on recognition and management of emergency situations and development of appropriate skills. A lecture/lab format is used. Upon completion of the course, the student may become certified by the American Red Cross in advanced First Aid and adult CPR.

KINS 135. Foundations of Kinesiology (3:3:0)

Historical development of programs in sport, fitness and physical education. Principles and their application in planning a modern physical education program.

KINS 211P. Practicum in Athletic Training (1:1:X)

This course is intended for sophomore level students who are enrolled in the athletic training educational program. This is a laboratory-based course designed to begin instruction of clinical proficiencies in athletic training. Emphasis will be placed on clinical proficiencies in the areas of clinic operations, acute care, protective taping, risk management and pharmacology procedures.

KINS 212P. Practicum in Athletic Training (1:1:X)

This course is intended for students who are enrolled in the athletic training educational program. This is a laboratory-based course designed to give instruction and evaluation of specific clinical proficiencies in athletic training. Emphasis will be placed on proficiencies in the areas of protective taping, risk management and specific injury management. Evaluation of proficiencies will be performed in the areas of

clinic operations, acute care, protective taping, risk management and pharmacology procedures. Prerequisite: KINS 211P.

KINS 220, 230, 320, 330. Directed Study (X:X:X)

Individualized study in topics of special interest under the supervision of a faculty member.

KINS 231. Exercise & Sport Psychology (3:3:0)

This course will focus on human behavior in sport and exercise settings. Motivation, anger and fear will be examined, as well as how to effectively regulate thoughts, feelings and emotions in certain types of situations.

KINS 232. Introduction to Adapted Physical Education (3:3:0)

An overview of the knowledge and subject matter commonly included in adapted physical education; provides opportunities to develop competency for teaching physical education to persons with disabilities.

KINS 234. Motor Learning (3:2:2)

Emphasis on the many aspects of learning and performance of motor skills dealing specifically with selected concepts of skill development and their application in practice. Lecture and laboratory experiences.

KINS 238. Foundations of Athletic Training (3:2:2)

Examination of scientific foundations in the field of athletic training. Emphasis will be placed on examination of the body's response to trauma, injury management, medical terminology and rehabilitation.

KINS 271. Assessment of Athletic Injuries I (3:2:2)

This course includes an in-depth look at the evaluation of injuries to the upper extremities, head and thorax. Other topics will include emergency management of injuries, goniometry, manual muscle testing and isokinetic testing. Prerequisite: BIOL 147-148.

KINS 272. Assessment of Athletic Injuries II (3:2:2)

This course includes an in-depth look at the evaluation of injuries to the lower extremities, pelvis and abdomen. Other topics include emergency management of injuries, goniometry, manual muscle testing and isokinetic testing. Prerequisite: BIOL 147-148, KINS 271.

KINS 311P. Practicum in Athletic Training (1:1:X)

This course is intended for students who are enrolled in the athletic training educational program. This is a laboratory-based course designed to give instruction and evaluation of specific clinical proficiencies in athletic training. Emphasis will be placed on proficiencies in the areas of specific injury management, basic assessment and evaluation and communication. Evaluation of proficiencies will be performed in the areas of risk management, basic assessment and evaluation, nutrition and specific injury management. Prerequisite: KINS 212P.

KINS 312P. Practicum in Athletic Training (1:1:X)

This course is intended for students who are enrolled in the athletic training educational program. This is a laboratory-based course designed to give instruction and evaluation of specific clinical proficiencies in athletic training. Emphasis will be placed on proficiencies in the areas of specific injury management, acute care, presentations and communication. Evaluation of proficiencies will be performed in the areas of therapeutic modalities, specific injury management and presentations. Prerequisite: KINS 311P.

KINS 333. Motor Skill Development (3:3:0)

An examination of the factors affecting physical growth, factors influencing the acquisition of fundamental motor skills and the effects of aging on physical performance.

KINS 335. Physiology of Exercise (3:3:0)

Designed to develop an understanding of some of the physiological and biochemical events occurring in the human body during work stress and physical exercise. Prerequisite: BIOL 147-148.

KINS 371. Administration of Athletic Training Programs (3:3:0)

Examination of issues relating to management of a comprehensive athletic training program. Administrative and legal issues, risk management, conflict resolution, budgeting, personnel, record keeping and policy development.

KINS 372. Therapeutic Modalities (3:2:2)

An examination of the theories, principles and application of therapeutic modalities in a clinical setting. Prerequisite: BIOL 147-148.

KINS 373. Theory of Coaching Baseball, Track, and Soccer (3:3:0)

Theory, fundamental skills and strategies of play. Conditioning, training, scouting, game preparation and rules interpretations.

KINS 374. Theory of Coaching Basketball/Football (3:3:0)

Evaluation of modern methods of team play, offensive and defensive systems, fundamentals and strategy. Scouting techniques, practice organization, keeping records and statistics and rules interpretations.

KINS 375. Theory of Coaching Basketball/Volleyball (3:3:0)

Analysis of offensive and defensive systems, individual and team drills, conditioning and training procedures, scouting, keeping records and statistics and rules interpretations.

KINS 376. Theory of Strength Training (3:3:0)

Study of the principles of advanced strength training. Emphasis will be placed on testing procedures, lifting technique and program design. At the completion, the student will be prepared to take the NSCA-CPT, CSCS and U.S. Weight Lifting Federation certification examinations.

KINS 377. Early Childhood Motor Programming (3:3:0)

Emphasis on promoting optimal physical growth and development through individualized gross/fine motor skill and health-related physical fitness programming. Laboratory teaching experiences are provided which focus on gaining knowledge and experience in assessment and programming of motor development activities for young children ages 3-5.

KINS 378. Therapeutic Exercise in Rehabilitation (3:3:0)

An examination of the theories, principles and applications of therapeutic exercise in the rehabilitation of injuries. Prerequisite: BIOL 147-148.

KINS 379. Special Topic (3:3:0)

Specialized topics for kinesiology majors. Offered only upon sufficient demand and availability of staff. May be repeated for credit as topics change. Possible topics include: outdoor recreation, community recreation, sports psychology.

KINS 381. Pharmacological Concepts in Sports Medicine (3:3:0)

An introduction to the principles, physiology and administration of common pharmacological agents used in sports medicine. Prerequisite: BIOL 147-148.

KINS 382. Methods of Teaching Physical Education Activities (3:2:2)

This course is designed to equip the student with an understanding of essential concepts involved in performing and teaching selected activities in elementary and secondary physical education programs.

KINS 410, 420, 430. Independent Study (X:X:X)

Independent study and research in specific areas of interest.

KINS 411P. Practicum in Athletic Training (1:1:X)

This course is intended for senior level students who are enrolled in the athletic training educational program. This is a laboratory-based course designed to give instruction and evaluation of specific clinical proficiencies in athletic training. Emphasis will be placed on proficiencies in the areas of specific injury management, communication and administration. Evaluation of proficiencies will be performed in the areas of therapeutic exercise, acute care, presentations, communications and specific injury management.

Prerequisite: KINS 312P.

KINS 412P. Practicum in Athletic Training (1:1:X)

This course is intended for senior level students who are enrolled in the athletic training educational program. This is a laboratory-based course designed to give instruction and evaluation of specific clinical proficiencies in athletic training. Emphasis will be placed on proficiencies in the areas of peer teaching, athletic training presentations and preparation for oral practical examination. Evaluation of proficiencies will be performed in the areas of specific injury management, administration and communication.

Prerequisite: KINS 411P.

KINS 433. Measurement and Evaluation (3:3:0)

Principles and techniques of testing and evaluation of performances in sport, fitness and physical education programs. Offered fall semester.

KINS 434. Senior Capstone Seminar (3:3:0)

A culminating experience for senior kinesiology students, typically taken during the student's last semester at TLU. This course includes application of knowledge learned in the discipline and reflection on leadership and service. Students will demonstrate knowledge and ability in written and oral communication, ethical reasoning and research presentation skills appropriate for a graduating senior.

KINS 419, 429, 439. Internship in Kinesiology (X:X:X)

Designed to provide students with opportunities to work in special interest areas such as public schools, community or agency-sponsored recreation and aquatic facilities, medical clinics, fitness centers, etc., to gain first-hand insight into these areas. A study component must be agreed on.

KINS 476. Biomechanics (3:3:0)

Designed to equip the student with knowledge and understanding of movement through the application of principles of mechanical physics to the structure and function of the living human system. Prerequisite: BIOL 147-148.

KINS 479. Exercise Testing and Prescription (3:3:0)

This course is designed to give the advanced student in kinesiology in-depth knowledge of the theory and practical application of exercise performance evaluation and prescription. Designed to meet requirements of the American College of Sports Medicine Certification Programs. Prerequisite: KINS 335.

KINS 480. Leadership in Coaching and Administration (3:3:0)

This course explores leadership, policy, legal, budget and public relations aspects of coaching and program administration in athletics and kinesiology.

PERSONAL WELL-BEING**PRWB 130. Personal Well-Being (3:3:0)**

A lecture-laboratory course designed to facilitate student understanding of and appreciation for personal well-being, including an emphasis on healthy decision making, lifelong fitness, nutrition and personal management. Activities and assignments provide opportunities to establish habits conducive to optimal well-being and quality of life.

LANGUAGE

Instruction in language acquisition courses focuses on practical applications in the target cultures. The proficiency-based curricula give special emphasis to communicative competence. Students are encouraged to create with the language, using a range of functions necessary to interact effectively in culturally authentic contexts. Cultural understanding is promoted so that students are prepared to comprehend, accept and live harmoniously in the target-language community. Each successive level introduces new material while reinforcing those language skills previously acquired.

LANGUAGES**LANG 335. Methods and Materials for Teaching Foreign Language (3:3:0)**

Methods, materials and techniques used in teaching foreign languages. Applied linguistics as it relates to second language teaching in grades 1-12. Prerequisite: 6 hours of education courses, any 300 or 400 level course in a foreign language or instructor's permission.

LANG 379. Special Topic (3:3:0)

May include topics crossing language boundaries or special topics within language boundaries. May be repeated for credit when topics change. Prerequisite: Consent of instructor.

LANGUAGES ACROSS THE CURRICULUM

The Languages Across the Curriculum (LAC) program is a purposeful intersection between interdisciplinary learning and language acquisition. LAC work at TLU provides study opportunities beyond the scope of the department of modern languages that add breadth and depth in the study of a language other than English, enhance the quality of the student's life, increase the student's understanding of other cultures and improve the student's skills needed for employment in a global economy.

Students who wish to begin LAC work must demonstrate a proficiency in the language other than English equal to or exceeding successful completion of five or more semesters of the language at TLU. LAC work will be possible only in those languages and courses in which TLU faculty members are able and willing to provide the necessary instruction in a language other than English.

Currently, work is available in Spanish and in selected courses in history, theology and literature. LAC work requirements are completed by enrolling in Spanish 300 and doing at least 25 percent of the reading assignments and at least 25 percent of the writing assignments in Spanish in the available selected course. For each course, students will receive one credit.

In order to qualify for a 3-credit transcript notation in LAC, a student must have registered for and successfully completed the required work in at least three Spanish 300 courses at TLU. After successful completion of the requirements for each Spanish 300 course, a form available in the office of Registration and Records will be signed by the instructor who supervised the LAC work and by the history, theology or literature course instructor. Copies of this form will be sent to the student and his/her academic advisor.

[DEPARTMENT IN WHICH COURSE IS TAKEN]

300. Languages Across the Curriculum (0:X:X)

MATHEMATICS

The student majoring in mathematics may choose from the B.A. or B.S. degree. Both courses of study provide a firm background in undergraduate mathematics. We also offer a specialized B.S. program in mathematics designed for students who wish to pursue career opportunities in actuarial science.

For students who major in other areas, we offer a minor in mathematics. It reflects the additional academic achievements of the student, and it enhances the value of a major in any other area.

Major in mathematics (B.A.): 32 semester hours, including MATH 234, 241, 242, 331, 333, 334, 335 or 432, 437, and either six additional upper-division hours in mathematics or STAT 375 and 3 additional upper-division hours in mathematics.

Supporting courses (B.A.): 24 semester hours, including STAT 374, ISYS 133 or ISYS 232, and 18 semester hours in the natural sciences, education, the social sciences or business administration with at least 15 hours in one discipline.

Major in mathematics (B.S.): 38 semester hours, including MATH 234, 241, 242, 331, 333, 334, 335, 338, 432, 437 and 6 additional upper-division hours.

Supporting courses (B.S.): 24 semester hours, including STAT 374, 375 and 18 semester hours in the natural sciences, education, the social sciences or business administration with at least 15 hours in one discipline.

Major in mathematics (B.S.) (pre-actuarial science specialization): 38 semester hours, including MATH 233, 234, 241, 242, 331, 333, 334, 338, 433, 437, and 6 additional upper-division hours in mathematics.

Supporting courses for B.S. pre-actuarial science specialization: 27 semester hours, including STAT 374, 375; CSCI 136 or 238; COMM 374; and 15 hours selected from BUSI 231, 232, 339, 373, 377, ECON 237.

Minor in mathematics: 20 semester hours, including MATH 241, 242 and 12 additional semester hours selected from Math 148 or higher (a minimum of six hours upper-division). STAT 374 counts as a lower division and STAT 375 counts as an upper-division course for a minor in mathematics.

MATHEMATICS

MATH 113. Workshop in Mathematics (1:1:0)

This course is designed to prepare students for College Algebra. The course focuses on the knowledge and skills needed to simplify expressions that contain integers (positive and negative numbers), rational numbers (fractions), exponents, variables and/or polynomials. This includes applying order of operations and factoring. Required for students with a math SAT score of 400 or less or ACT of 15 or less and strongly recommended for students with a math SAT score between 400 and 450 or ACT between 15 and 17 or for students repeating MATH 133.

MATH 130. College Mathematics (3:3:0)

This course exposes students to new styles of mathematical thinking that are unlike the Algebraic topics covered in a standard high school curriculum. Topics vary by instructor, but sample topics include set theory, introduction to logic, counting methods, probability, statistics, personal finance and voting and apportionment. Recommended for most students planning to major in English and communication studies, modern languages, history, fine arts, philosophy and theology.

MATH 133. College Algebra (3:3:0)

This course covers equations, functions and their graphs, including linear, quadratic, exponential and logarithmic functions. Word problems are emphasized. Intended to prepare students for MATH 136 or MATH 148. Recommended as the lowest level mathematics course for students planning to major in business administration, economics, natural sciences, math, computer science, information systems, social sciences, kinesiology and education. Prerequisite: MATH 113 or SAT greater than 400 or ACT greater than 15.

MATH 136. Calculus for Business, Economics and Social Sciences (3:3:0)

Differential and integral calculus with applications to business, economics and social sciences. Prerequisite: MATH 133.

MATH 139. Data Models (3:3:0)

This is a first course in data modeling and functions. Descriptive statistics and regression using several classes of functions including linear and higher degree polynomials, multi-linear polynomials, exponential and logarithmic functions, as well as basic matrix models will be introduced. This course is designed to satisfy the “Quantitative Reasoning” competency of TLU General Education curriculum for students majoring in disciplines outside science and mathematics. No prerequisite courses, but a working knowledge of basic algebra is assumed.

MATH 148. Elementary Functions (4:4:0)

This course prepares students to take Calculus I by focusing on functions, their graphs and domains, with particular emphasis on exponential and logarithmic functions and trigonometric functions. Prerequisite: MATH 133, or Math SAT greater than 500 or ACT greater than 21.

MATH 233. Discrete Mathematics (3:3:0)

Sets, functions; logic and logic circuits; relations on sets; combinatorics; introduction to graph theory. Prerequisite: MATH 136 or MATH 241.

MATH 234. Introduction to Advanced Mathematics (3:3:0)

This course serves as an introduction to techniques and abstractions used in advanced mathematics and includes a unit on the history of mathematics. Emphasis is placed on learning to write proofs and students will be exposed to a wide array of examples of proofs. Possible content includes logic, number theory, basic point-set topology, set theory and metric spaces. Prerequisite: MATH 241

MATH 241. Calculus I (4:4:0)

Introduction to Calculus with an emphasis on problem-solving instead of theoretical underpinnings. Topics covered include limits, the definition of the derivative, derivative rules, applications of the derivative, maxima and minima, basic integration and the Fundamental Theorem of Calculus. Prerequisite: MATH 148, or Math SAT greater than 620, or ACT greater than 31.

MATH 242. Calculus II (4:4:0)

A continuation of Calculus I, this class covers more integration techniques, applications of integration including volumes of solids of revolutions and sequences and series, including Power Series and Taylor Series. Prerequisite: MATH 241.

MATH 331. Elementary Linear Algebra (3:3:0)

Introduction to elementary linear algebra with emphasis on systems of linear equations, finite dimensional vector spaces, linear transformations, matrices, eigenvalues, eigenvectors and applications. Prerequisite: MATH 233 or 241.

MATH 333. Calculus III (3:3:0)

Vector functions, differential and integral vector calculus, calculus of several variables, multiple integrals vector fields, line and surface integrals and related theorems. Prerequisite: MATH 242.

MATH 334. Differential Equations (3:3:0)

Solutions of ordinary differential equations using classical methods, Laplace transform, numerical methods, power series solutions. Solution of linear systems of ordinary differential equations. Prerequisite: MATH 242.

MATH 335. Introduction to Abstract Algebra (3:3:0)

An introduction to some modern topics in mathematics. Elementary set theory, groups, rings, fields. Prerequisite: MATH 242, 234.

MATH 338. Numerical Methods (3:3:0)

Numerical techniques for solving mathematical models of scientific problems. Topics include the numerical solution of equations, error analysis, numerical differentiation and integration, interpolation and approximations, numerical solution of systems of linear and nonlinear equations and eigenvalue problems. (Also offered as CSCI 338) Prerequisite: MATH 242.

MATH 371. Mathematical Methods for Scientists and Engineers (3:3:0)

Topics in post-calculus mathematics for application to physics and engineering problems, special functions, Laplace and Fourier transformations, Fourier series, vector calculus, line and surface integrals, Green's and Divergence theorems, partial differential equations, applied linear algebra and linear operators and introduction to applied complex analysis. Also offered as PHYS 371. Co/Prerequisite MATH 333.

MATH 375-376. Concepts of Mathematics (3:3:0 each)

Various topics concerning basic concepts of mathematics. Emphasis is on mathematical content of topics applicable to the elementary school curriculum. Designed for students of elementary education. Does not count toward math or computer science major or minor.

MATH 379. Special Topic (3:3:0)

Topics selected by the instructor. Among these topics are number theory, partial differential equations, theory of complex variables and research methods in computational mathematics. Prerequisite: consent of instructor.

MATH 410, 420, 430. Independent Study (X:X:X)

Intensive, individual study and/or research available to qualified students with a special interest to do advanced work in specific areas not covered by regular courses. Prerequisite: consent of instructor.

MATH 419, 429, 439. Internship (X:X:X)

Practical work experience which complements major course work. 1 to 3 hours credit dependent on number of work hours per week. Normally, 80 hours of internship equal to 1 semester hour of credit. Credit/Non-credit grading. Prerequisite: consent of advisor.

MATH 432. Real Analysis (3:3:0)

Set theory, the real number system, metric spaces, continuous functions, differentiation, Riemann integration. Prerequisite: MATH 242 and 234.

MATH 433-434. Mathematical Statistics and Probability (3:3:0 each)

Mathematical theory of probability, random variables on both discrete and continuous sample spaces, elementary sampling theory and hypotheses testing. Prerequisite: STAT 375 and MATH 242.

MATH 436. Introduction to Topology (3:3:0)

An introduction to metric spaces, point sets, sequences, continuity, Topological spaces. Prerequisite: MATH 242 and 331.

MATH 437. Senior Research and Capstone (3:3:0)

This course emphasizes literature search in mathematics, technical writing and presentation skills. Each student must complete an individual research project in mathematics that will include research of the topic and written and oral presentation of the results. Required of all mathematics majors and must be taken during the senior year of study. Prerequisite: Senior standing and at least 12 hours of upper-division Math courses.

MEXICAN-AMERICAN STUDIES

Rooted in the fine arts, humanities and social sciences, the Mexican-American studies minor is a relatively easy and effective way to enhance any major in any discipline by “adding” to that discipline the knowledge, understanding and appreciation of the predominant ethnic group in the American Southwest, the Mexican-American. It is a particularly useful minor for those students entering the teaching, medical, legal, business or service fields.

Minor in Mexican-American studies: 18 semester hours, including MAST 231, SOCI 238, SPAN 375 or higher, HIST 273, MAST 439 and 3 hours from ENGL 235, HIST 270, SPAN 472, or THEO 374.

MEXICAN-AMERICAN STUDIES

MAST 231. Introduction to Mexican-American Studies (3:3:0)

This course introduces students to the historical processes that have formed and informed the Mexican-American experience in the United States. It provides a contextual and conceptual framework for understanding the contemporary situation of Mexican-Americans in American life.

MAST 235. Introduction to Mexican-American Literature (3:3:0)

An examination of Mexican-American literature and its cultural context from its origin in the middle of the 19th century to the present. Also offered as ENGL 235.

MAST 273: Major Issues in Ethnic and Racial History (3:3:0)

An examination of the ethnic and racial components of the Americas, tracing issues such as national participation and cultural formation within the context of differing interpretations of the history of the Americas. Also offered as HIST 273. Prerequisite: COM131 & COMP 132.

MAST 238. Mexican-American Culture in the Southwest (3:3:0)

Based on a conceptual understanding of culture, this course assesses the historical and contemporary context of Chicano culture in the Southwestern United States. It examines, from a revisionist perspective, Chicano cultural history and its manifestations in contemporary forms such as music, food, myths and legends, art, literature, etc. Also offered as SOCI 238.

MAST 419, 429, 439. Internship (X:X:X)

Supervised field experience in a setting offering significant contact with Mexican-American people and their culture in a work environment. Arrangements must be made during the semester prior to the period of internship. Prerequisite: permission of instructor.

MUSIC

The School of Music is accredited by NASM (the National Association of Schools of Music) and endeavors to provide an important arts emphasis to the liberal arts education and to produce qualified musicians and music educators. The inclusion of music in the liberal arts curriculum ensures that all students at Texas Lutheran University will have an opportunity to experience the vital role that music can play in their cultural, aesthetic, and religious lives. The School of Music strives to stimulate growth in the appreciation of music among all members of the student body, and it provides professional training for those interested in a career in music. In addition, the School of Music contributes musically to the total life of the campus.

The School of Music offers programs leading to a bachelor of music with concentration in either music education or performance, or the Bachelor of Arts degree in music. Students not majoring in music may earn credit in band, choir,

chamber orchestra and applied music for satisfying minimum degree requirements. A maximum of four semester hours in band, choir or chamber orchestra may be applied toward graduation. Additional credits earned would be in excess and not creditable toward degree requirements.

ENSEMBLES

Music majors are required to participate each semester in a concert band, chamber orchestra or TLU choir.

CHORAL

TLU Choir (see MUSI 118 for description).

TLU Women's Choir (see MUSI 118 for description).

Kantorei Chamber Choir (see MUSI 118A for description).

INSTRUMENTAL

Concert Band (see MUSI 117 for description).

Chamber Orchestra (see MUSI 114 for description).

Small Ensembles. Participation in standard woodwind, brass and percussion ensembles is open to qualified and interested students. Appearances are made on campus and in special events off campus.

MAJOR IN MUSIC – GENERAL REQUIREMENTS

- All music majors and music minors are required to enroll in MUSI 100 Recital Attendance. Music majors must attend six of the designated musical events sponsored by the department and music minors must attend three. Failure to fulfill this requirement will result in a reduction of scholarship.
- All music majors are expected to obtain permission from their applied music instructor before participating in public performances not sponsored by the School of Music.
- All music majors must successfully complete a piano proficiency examination. All freshmen will automatically register in Private Piano (AMUP 111S). The proficiency examination includes skills, sight-reading and a performance of a composition of approved repertoire. The proficiency exam is given during the regular jury examination period at the end of each semester. All students must take the exam by the second semester of the sophomore year. Students are required to take the exam every semester thereafter until all portions are passed. A student who does not pass the exam will be required to register for private lessons until the proficiency has been passed.
- All music majors are required to participate each semester in a concert band, TLU choir or chamber orchestra. Exceptions to this requirement may be made by the department, but only under rare circumstances.

Bachelor of Music in All-Level Music Education, Vocal Emphasis: 60 semester hours, including MUSI 111, 112, 131, 132, 211, 212, 223, 231, 232, 235, 301, 327, 328, 332, 335, 339, 375, 376; MUED 472, 432B; 2 hours from AMMS 118c,

114c, 115c, 117c; AMU_ 111p, 112p, 211p, 212p, 311p, 312p, 411p, 412p; 2 hours additional AMU lessons and/or classes; 2 hours MUSI 118 with enrollment in each semester enrolled; enrollment in piano study until proficiency completed. See Education section for additional guidelines regarding admission to the teacher education program.

Bachelor of Music in All-Level Music Education, Instrumental Emphasis: 60 semester hours, including MUSI 110, 111, 112, 131, 132, 211, 212, 214, 231, 232, 235, 301, 327, 328, 332, 339, 375, 376; MUED 472, 432A; AMMS 113c, 114c, 115c, 116c, 117c, 111p, 112p, 211p, 212p, 311p, 312p, 411p, 412p; 2 hours additional AMU lessons and/or classes; 2 hours MUSI 114 or 117 with enrollment in each semester enrolled; enrollment in piano study until proficiency completed. See Education section for additional guidelines regarding admission to the teacher education program.

Bachelor of Music in Vocal Performance: 60 semester hours, including MUSI 111, 112, 131, 132, 211, 212, 223, 231, 232, 235, 302, 327, 335B, 375, 376, 402, 431B; MUED 472 or any MUSI 300 or above; AMU 121a, 122a, 221a, 222a, 321a, 322a, 421a, 422a; 2 hours MUSI 314; two hours MUSI 118 with enrollment in each semester enrolled; 2 hours secondary lessons; enrollment in piano study until proficiency completed.

Bachelor of Music in Instrumental Performance: 60 semester hours, including MUSI 111, 112, 131, 132, 211, 212, 231, 232, 235, 302, 327, 335A or 335C, 339, 375, 376, 402; MUSI 431A or 431C; MUED 472 or any MUSI 300 or above; AMU 121a, 122a, 221a, 222a, 321a, 322a, 421a, 422a; 2 hours secondary lessons and/or from AMU 113c, 114c, 115c, 116c, 117c, and/or MUSI 214; 2 hours MUSI 114 or 117 with enrollment in each semester enrolled; enrollment in piano study until proficiency completed.

Bachelor of Arts in Music: 33 semester hours, including MUSI 111, 112, 131, 132, 211, 212, 231, 232, 235, 301, 327, 401; MUED 472 or any MUSI 300 or above; AMU_ 111p, 112p, 211p, 212p, 311p, 312p, 411p, 412p; 1 hour MUSI 114, 117 or 118 with enrollment in each semester enrolled; enrollment in piano study until proficiency completed.

Supporting courses for Bachelor of Arts in Music: 15 semester hours, including MUSI 375 or 376; 3 hours of either visual arts or dramatic media; 9 hours to be determined in consultation with advisor.

Minor in Music: 23 hours, including MUSI 111, 112, 131, 132, 235; AMU_ 111p, 112p, 211p, 212p; 2 hours MUSI 114, 117 or 118 with enrollment each semester enrolled; 6 hours upper-division music courses.

SCHOOL OF MUSIC CAPSTONE REQUIREMENTS:

Bachelor of Music in All-Level Music Education, Vocal Emphasis

Student teaching fulfills the capstone requirement and requires registration in EDUC 438, EDUC 462 and READ 436.

Bachelor of Music in All-Level Music Education, Instrumental Emphasis

Student teaching fulfills the capstone requirement and requires registration in EDUC 438, EDUC 462 and READ 436.

Bachelor of Music in Vocal Performance

Preparation and performance of the Senior Recital fulfills the capstone requirement and requires concurrent registration in AMU__ 422a, MUSI 314 and MUSI 402.

Bachelor of Music in Instrumental Performance

Preparation and performance of the Senior Recital fulfills the capstone requirement and requires concurrent registration in AMU__ 422a, MUSI 319 and MUSI 402.

Bachelor of Arts in Music

Preparation and performance of the Senior Capstone Recital fulfills the capstone requirement and requires concurrent registration in AMU__412p, MUSI 319 or MUSI 314 and MUSI 401.

MUSIC**MUSI 100. Recital Attendance (0:0:6 Majors), (0:0:3 Minors)**

All music majors and minors are required to enroll in this course each semester until requirements are met. Music majors must attend six designated musical events sponsored by the department and music minors must attend three of these events.

MUSI 104. Chamber Orchestra (0:0:2)**MUSI 114. Chamber Orchestra (1:0:2)**

Open by audition to all students of the university. The chamber orchestra prepares and studies selections from the standard orchestral repertoire each semester. Members are encouraged to enroll in private lessons.

MUSI 106. Jazz Band (0:0:2)**MUSI 116. Jazz Band(1:0:2)**

Open by audition to all students of the university. A study of the various styles of jazz through performance. Two hours of rehearsal each week plus special rehearsals and concerts both on and off campus. This course does not satisfy the requirement for ensemble credit.

MUSI 107. Concert Band (0:0:5)**MUSI 117. Concert Band (1:0:5)**

Open by audition to all students of the university. The band performs in concert on campus and on tour. Five hours maximum of rehearsal each week plus special rehearsals and appearances. Members are encouraged to enroll for private lessons. A total of four credits may be earned by participating in band or choir or a combination of the two. Registration in multiple ensembles is permitted; however, only one credit hour per semester may be applied toward degree requirements.

MUSI 108. TLU Choir (0:0:5)**MUSI 118. TLU Choir (1:0:5)**

Open by audition to all students of the university. A wide range of both sacred and secular literature is performed on campus and on tour. Members are encouraged to enroll for either private or class voice study. Five hours of rehearsal each week plus special sectional rehearsals and appearances. A total of four credits may be earned by

participating in band or choirs or a combination of the two. Registration in multiple ensembles is permitted; however, only one credit hour per semester may be applied toward degree requirements.

MUSI 108A. Kantorei Chamber Choir (0:0:2)

MUSI 118A. Kantorei Chamber Choir (1:0:2)

This select choir is comprised of auditioned members of the TLU choir who express an interest in choral repertoire for the small ensemble. Many different styles will be studied and performed; however, the music of our time will be the primary focus of this ensemble.

MUSI 110. Beginning Band and Orchestra Methods of Instruction (1:1:X)

Music methods and practical experiences for the teaching of beginning instrumental music in a classroom setting in the public schools. Emphasis on management, discipline, and motivational strategies. Will include the study of all brass, woodwind, percussion and string instruments and materials and instructional strategies appropriate for this level of instrumental instruction. This course is required prior to enrollment in AMU 114c, 115c, 116c, or 117c for all-level music education majors.

MUSI 111. Ear-Training and Sight-Singing I (1:1.5:0)

Reinforcement of theoretical concepts presented in MUSI 131 with emphasis placed on vocal production and aural recognition of aspects in tonal music. Aural skills to be developed include recognition, dictation, and vocal production of melodic intervals of an octave or smaller, triadic harmonies (major, minor, diminished and augmented), and rhythms in simple and compound meter.

MUSI 112. Ear-Training and Sight-Singing II (1:1.5:0)

Reinforcement of theoretical concepts presented in MUSI 132, with emphasis placed on vocal production and aural recognition of several aspects found in 18th century tonal music. An expansion of aural skills to include recognition, dictation and vocal production of simple and compound melodic intervals, harmonic structures with added sevenths and rhythms in simple and compound meter. Skills acquired will be applied to recognize cadence types and phrasing in compositions. Prerequisite: MUSI 111.

MUSI 130. Music Appreciation (3:3:0)

A study of the basic elements of music and musical style, with emphasis on music most often performed in concerts and recitals. Designed to lead to the basic understanding of music and how it relates to the social and cultural currents throughout history.

MUSI 131. Music Theory I (3:3:0)

A study of the basic elements of Western music theory, for the purpose of providing music majors with a foundation for the further study of the music theory curriculum. The material covered will include music notation, scales, keys, intervals, rhythm, meter, triads and seventh chords, inversion symbols, diatonic chords in major and minor keys, principles of voice leading and root position part writing.

MUSI 132. Music Theory II (3:3:0)

A continuing study of Western music theory, utilizing the basic elements learned in MUSI 131, for the purpose of providing music majors with further experience in the analysis and composition of music. The material covered will include harmonic progression, the circle of fifths, diatonic chords in the major and minor keys, bass arpeggiation, part writing with first and second inversion triads, musical form, cadences, motives and phrases, period forms, non-chord tones and an in-depth study of voice-leading principles when using dominant seventh chords. Prerequisite: MUSI 131.

MUSI 133. Basic Music Skills (3:3:0)

Basic music skills and understanding the elements of music: music notation and usage, introduction to theory, sight-singing and keyboard. For students with little or no musical training and other students who wish to acquire basic musical skills.

MUSI 211. Ear-Training and Sight-Singing III (1:1.5:0)

Reinforcement of theoretical concepts presented in MUSI 231, with emphasis placed on vocal production and aural recognition of several aspects found in 19th century tonal music. An expansion of aural skills to include recognition, dictation, and vocal production of diatonic melodies that incorporate chromatic tones, harmonic progressions that modulate to closely related keys and rhythms that include various triplet patterns. Skills acquired will be applied to the recognition of formal structure in extended compositions. Prerequisite: MUSI 111, 112.

MUSI 212. Ear-Training and Sight-Singing IV (1:1.5:0)

Reinforcement of theoretical concepts presented in MUSI 232, with emphasis placed on vocal production and aural recognition of several aspects found in 20th century tonal and atonal music. An expansion of aural skills to include recognition, dictation, and vocal production of melodies that incorporate chromatic tones, pandiatonicism and tonality; harmonic progressions that modulate to distantly related keys; and various rhythmic practices of the 20th century. Skills acquired will be applied to the recognition of formal structure in extended multi-movement compositions. Prerequisite: MUSI 111, 112, 211.

MUSI 214. Jazz Improvisation (1:2:0)

A study of the art of jazz improvisation. Includes student mastery of skills useful in jazz performance and students acquiring an appreciation of the art form. Open to all interested vocalists and instrumentalists. A proficient background in music is strongly recommended.

MUSI 223. Diction (2:2:0)

An introduction to the International Phonetic Alphabet and its application to the study of English, Italian, French and German lyric diction. This course is required for all voice principals and majors. Prerequisite: MUSI 112, 132.

MUSI 224. Jazz History (2:2:0)

A survey of the development of jazz. Designed to lead to a basic understanding of jazz and its impact on the art forms, as well as the social and cultural events of the 20th century.

MUSI 231. Music Theory III (3:3:0)

A continuing study of Western music theory, utilizing the basic elements and skills learned in MUSI 131 and MUSI 132, for the purpose of providing music majors with further experience in the analysis and composition of music. The material covered will include a detailed study of voice leading using diatonic seventh chords, chromaticism and altered chords, secondary dominant chords and their functions, secondary leading-tone chords and their functions, modulation and tonicization, key relationships, binary forms, ternary forms, rounded binary forms and other formal designs. Prerequisite: MUSI 131 and 132.

MUSI 232. Music Theory IV (3:3:0)

A continuing study of Western music theory, utilizing the basic elements learned in MUSI 131, MUSI 132 and MUSI 231, for the purpose of providing music majors with

further experience in the analysis and composition of music. The material covered will include mode mixture and borrowed chords, modulations involving mode mixture, the neapolitan chord, augmented sixth chords, enharmonic spellings and modulations, added-note chords and simultaneities, tonal harmony in the late 19th century and an introduction to 20th century practices. Prerequisite: MUSI 131, MUSI 132 and MUSI 231.

MUSI 235. Musical Style and Literature (3:3:0)

An overview of the stylistic periods of Western music through the study and analysis of works of major composers and the social and cultural implications of the corresponding time period. Prerequisite: MUSI 132; concurrent enrollment in applied music lessons.

MUSI 301. Junior Recital: B.A. in Music & B.M. in Music Education (0:0:2)

Recital for junior students seeking the Bachelor of Arts in music or Bachelor of Music in music education degrees. This recital is not a degree requirement, but is highly recommended. The junior recital can be either a full or half-recital. A full recital consists of approximately 60 minutes of music. A half recital is a joint performance done by two students, with each student performing approximately 30-35 minutes of music. Recital permission must be granted by the full faculty of the School of Music. Student must be concurrently enrolled in applied study.

MUSI 302. Junior Recital: BM in Performance (0:0:3)

Recital for junior students seeking the Bachelor of Music in Performance degree. This recital is not a degree requirement, but is highly recommended. The junior recital can be either a full or half-recital. A full recital consists of approximately 60 minutes of music. A half-recital is a joint performance done by two students, with each student performing approximately 30-35 minutes of music. The recital will be composed of works from various style periods. Recital permission must be granted by the full faculty of the School of Music. Student must be concurrently enrolled in applied study.

MUSI 304. Vocal Repertoire Coaching (0:1/2:0)

MUSI 314. Vocal Repertoire Coaching (1:1/2:0)

Available for singers and pianists. Primary attention will be given to musical and stylistic concerns as well as the finer points of ensemble. Required for all applied voice majors preparing recitals. Class meets one hour weekly. May be repeated for credit.

MUSI 309. Instrumental Repertoire Coaching (0:1/2:0)

MUSI 319. Instrumental Repertoire Coaching (1:1/2:0)

Available for all instrumentalists. Primary attention will be given to musical and stylistic concerns as well as the finer points of ensemble. Required for students preparing recitals for which an accompanist is needed.

MUSI 319, 329, 379. Special Topic (X:X:X)

Prerequisite: Junior standing or consent of instructor.

MUSI 327. Conducting I (2:2:0)

The study of the fundamentals of conducting, with focus on the choral ensemble. This will include, but not be limited to, the elements of conducting, the importance of concise patterns and gestures, rehearsal techniques, the study of balance, repertoire, interpretation and style. Prerequisite: MUSI 212 and 232.

MUSI 328. Conducting II (2:2:0)

The study of the fundamentals of conducting works for large ensemble. This will include,

but not be limited to, the technique of the baton, the study of full score, transposition, rehearsal techniques, repertoire and interpretation. Prerequisite: MUSI 327.

MUSI 331. World Music Culture (3:3:0)

This course explores the ethnic music outside Western music culture. Emphasis will be placed on the cultural and musical aspects of the music of Native America, South America, Sub-Saharan Africa, India, Eastern Europe, Indonesia and Australia.

MUSI 332. Essential Concepts of Music in Primary and Elementary Grades (3:3:X)

A course designed for music education majors. Principles, objectives, methods and materials adapted to the teaching of music in the primary and intermediate grades. A minimum of 5 hours of field work during the semester. Prerequisite: MUSI 212 and 232.

MUSI 333. Music for the Child (3:3:0)

A study of music literature and musical activities in the development of the child. Various types of music are studied by the students to provide criteria for the selection of music literature and activities for children in the home, classroom, church and community.

MUSI 335A. Pedagogy – Instrumental (3:3:0)

MUSI 335B. Pedagogy – Vocal (3:3:0)

MUSI 335C. Pedagogy – Strings (3:3:0)

Teaching procedures for prospective applied music teachers with emphasis on methods and materials from the basic to advanced levels. May be repeated for credit when emphasis changes. Prerequisite: MUSI 212 and 232.

MUSI 339. Orchestration (3:3:0)

The study of instruments of the symphony orchestra and concert band. Arranging for the traditional small instrumental ensembles and for full band and orchestra. Special attention to the arranging needs of school instrumental groups. Prerequisite: MUSI 232 or permission of the instructor.

MUSI 375. History of Western Music I (3:3:0)

A survey and stylistic study of Western musical culture from antiquity to the close of the Baroque period. Prerequisite: MUSI 212 and 232.

MUSI 376. History of Western Music II (3:3:0)

The evolution of music from Bach to the present, noting major trends, and emphasizing stylistic and formal developments. Prerequisite: MUSI 232 or permission of instructor. Prerequisite: MUSI 212 and 232.

MUSI 377. Marching Band Techniques (3:3:0)

A study of the organization and administration of the marching band. Charting techniques, selection of music and marching styles will be emphasized. For upper-division music students. The class will utilize contemporary techniques such as computerized drill design and music arranging. The understanding of evaluation procedures and criteria as outlined by the UIL will also be included as practical preparation for use in the schools. Prerequisite: MUSI 212 and 232.

MUSI 401. Senior Capstone Recital: B.A. in Music (0:0:2)

Capstone for senior students seeking the Bachelor of Arts in music. All B.A. music majors must perform in the B.A. Capstone Recital. This will be a shared recital among senior students pursuing the B.A. in music. Students pursuing the Bachelor of Music in music education degree may also enroll. Senior recitals must include with their performance program notes. These notes must be pre-approved by the principal teacher

and will include brief information to engage the listener in the performance of the assigned work. The student must be concurrently enrolled in applied study.

MUSI 402. Senior Recital: B.M. in Performance (0:0:3)

Capstone recital for senior students seeking the Bachelor of Music in performance degree. All music performance majors are required to present a full senior recital consisting of approximately 60 minutes of music from various style periods. Senior recitals must include with their performance program notes. These notes must be pre-approved by the principal teacher and will include brief information to engage the listener in the performance of the assigned work. Recital permission must be granted by the full faculty of the School of Music. Student must be concurrently enrolled in applied study.

MUSI 410, 420, 430. Independent Study (X:X:X)

Open to capable students who wish more specialized study in such areas of music as theory, history, literature, instrumentation and orchestration, composition or conducting. Students must be able to satisfy such prerequisites as the department may require in each specific area.

MUSI 431A. Solo & Ensemble Literature – Instrumental (3:3:0)

MUSI 431B. Solo & Ensemble Literature – Vocal (3:3:0)

MUSI 431C. Solo & Ensemble Literature – Strings (3:3:0)

A survey of solo and ensemble literature with an emphasis on style, performance, practice and the historical and cultural context of the works studied.

MUSI 434. Music Theatre (3:3:2)

An interdisciplinary course for actors, singers and anyone else interested in studying the way music and theatre blend together in production. The final project will be a presentation of a musical revue, including excerpts from the musical theatre and operatic traditions.

MUSIC EDUCATION

MUED 432A. Essential Instrumental Methods of Instruction for Secondary School (3:3:X)

Music methods and practical experiences for teaching of instrumental music in the schools. Emphasis on classroom management, and motivational strategies. Will include the study of repertoire on UIL contest lists, evaluation of band literature and performances and practical conducting experience in a simulated classroom environment. Prerequisite: MUSI 212 and 232.

MUED 432B. Essential Vocal Methods of Instruction for Secondary School (3:3:X)

Music methods and practical experiences for teaching of choral/vocal music in the schools. Emphasis on classroom management, and motivational strategies. Will include the study of repertoire on UIL contest lists, evaluation of choral and solo voice literature and performances, and practical conducting experience in a simulated classroom environment. Prerequisite: MUSI 212 and 232.

MUED 472. Technology in Music (3:3:0)

A hands-on class taught in the music technology lab. Emphasis will be on CAI (Composer Assisted Instruction), MIDI applications, keyboard and computer sequencing, the internet as a resource for the needs of musicians and facility in using notation programs. The course will be project-oriented with emphasis on the practical uses of technology in educational settings. Prerequisite: MUSI 111 and 131.

APPLIED MUSIC

Applied music study (private instruction) is available in organ, percussion, piano, strings, voice and wind instruments, and is open to all students, regardless of field of study, either for credit or as a non-credit course. Private, applied music study for credit is required of all full-time music majors each semester of attendance. Specific requirements are found in the degree program descriptions.

Students enrolled at the performance and principal levels are required to perform a jury before the music faculty at the end of each semester. Grades for applied study are submitted prior to juries. If this applied lessons grade is designated by the instructor as a grade of D or F; the student will be unable to participate in the jury process and must re-take the level of lesson in which they were registered. For all other applied music students, the semester-end final requirement will be at the discretion of the instructor. Credit is granted on the basis of the final and the instructor's semester grade.

Students concentrating in music performance shall present an individual public recital of works from the standard repertory for their instrument by the end of the senior year. Recital requirements for students in other music programs will be determined by the music faculty, normally at the end of the student's junior year.

Listings of representative solos and technical materials recommended for each year's study can be obtained from the instructor. See section on Financial Information for applied music fees.

To receive 1 hour of credit in applied music, a student is expected to take one lesson per week and practice a minimum of 5 hours; to receive 2 hours credit, the student will take two lessons per week and practice a minimum of 10 hours.

At the prerogative of the department, applied music students may not be advanced to the next applied level, despite having achieved a passing grade at the present level. Students taking private lessons are classified according to their declared intent. Four levels are available: major, principal, secondary and elective. The applied level will be reevaluated by the applied jury at such time as a student may declare a change within these four classifications.

PERFORMANCE LABORATORIES

AMUA 100. Oboe Laboratory (0:0:1)

AMUB 100. Bassoon Laboratory (0:0:1)

AMUD 100. Double Bass Laboratory (0:0:1)

AMUE 100. Euphonium Laboratory (0:0:1)

AMUF 100. Flute Laboratory (0:0:1)

AMUG 100. Guitar Laboratory (0:0:1)

AMUH 100. Horn Laboratory (0:0:1)

AMUI 100. Cello Laboratory (0:0:1)

AMUK 100. Clarinet Laboratory (0:0:1)

AMUN 100. Percussion Laboratory (0:0:1)

AMUO 100. Organ Laboratory (0:0:1)

AMUP 100. Piano Laboratory (0:0:1)

AMUR 100. Trombone Laboratory (0:0:1)

AMUS 100. Saxophone Laboratory (0:0:1)

AMUT 100. Trumpet Laboratory (0:0:1)

AMUU 100. Tuba Laboratory (0:0:1)

AMUV 100. Voice Laboratory (0:0:1)

AMUY 100. Viola Laboratory (0:0:1)

AMUZ 100. Violin Laboratory (0:0:1)

APPLIED MUSIC (LEVELS)

AMU_ 101-102, 201-202, 301-302, 401-402. (0:1/2:0)

Private instruction for no credit. One half-hour lesson per week. Instructor or departmental approval required. This designation is for secondary and elective levels only.

AMU_ 111-112, 211-212, 311-312, 411-412. (1:1/2:0)

Private instruction for 1 hour credit. One half-hour lesson per week. Instructor or departmental approval required.

AMU_ 121-122, 221-222, 321-322, 421-422. (2:1:0)

Private instruction for 2 hours credit. One hour lesson per week. Instructor or departmental approval required.

The fourth letter in the prefix will designate the specific instrument of instruction:

| | | |
|-----------------|----------------|---------------|
| A – Oboe | H – Horn | R – Trombone |
| B – Bassoon | I – Cello | S – Saxophone |
| C – (reserved) | J – Special | T – Trumpet |
| D – Double Bass | K – Clarinet | U – Tuba |
| E – Euphonium | N – Percussion | V – Voice |
| F – Flute | O – Organ | Y – Viola |
| G – Guitar | P – Piano | Z – Violin |

These numbers will be followed by a suffix comprised of two letters.

The first letter in the suffix will indicate the type of instruction:

c = class, such as voice class, brass class, etc.

a = applied level for performance degrees

p = principal level for Music Education, Church Music, and B.A. degrees

s = secondary level for music majors on secondary instrument

e = elective level for non-music majors

AMMS 113c. Introductory Voice Methods (1:2:0)

An introduction to the techniques of balanced vocal sound. Emphasis will be placed on gaining confidence in public performance.

AMMS 114c. Woodwinds Methods (1:2:0)

An introduction to the methodology and repertoire used by successful band directors in the instruction of beginning woodwind performers. The instruction will include fundamental performing techniques for all woodwind instruments and the mastery of all fingerings. Students will perform in a class setting with emphasis on practical applications in teaching situations. Additional private study of individual instruments is encouraged. Prerequisite: MUSI 110.

AMMS 115c. Brass Methods (1:2:0)

An introduction to the methodology and repertoire used by successful band directors in the instruction of beginning brass performers. The instruction will include fundamental performing techniques for all brass instruments and the mastery of all fingerings. Students will perform in a class setting with emphasis on practical applications in teaching situations. Additional private study of individual instruments is encouraged. Prerequisite: MUSI 110.

AMMS 116c. Percussion Methods (1:2:0)

An introduction to the methodology and repertoire used by successful band directors in the instruction of beginning percussion performers. The instruction will include fundamental performing techniques for all percussion instruments. Students will perform in a class setting with emphasis on practical applications in teaching situations. Additional private study of individual instruments is encouraged. Prerequisite: MUSI 110.

AMMS 117c. Strings Methods (1:2:0)

An introduction to the methodology and repertoire used by successful orchestra directors in the instruction of beginning string performers. The instruction will include fundamental performing techniques for all orchestral string instruments. Students will perform in a class setting with emphasis on practical applications in the school. Additional private study of individual instruments is encouraged. Prerequisite: MUSI 110.

AMMS 118c. Beginning Guitar Methods (1:2:0)

This course introduces the basic principles and techniques required to play the guitar. It gives the student a practice/training method to develop a good musical guitar style. Techniques include: a working knowledge of the notes up to and including the 5th fret, correct left and right hand positions, left and right hand use, reading musical notation, simple to moderate chords, one to two octave scales and practical accompaniments.

AMMS 313c. Advanced Voice Methods (1:2:0)

A continuation of AMMS 113c.

AMMS 318c. Advanced Guitar Methods (1:2:0)

A continuation of AMMS 118c.

NURSING

The mission of the Department of Nursing at TLU is to provide exemplary undergraduate nursing programs that promote academic excellence, serve as leaders and a community resource in the provision of services to consumers and agencies in collaboration with other disciplines, and participate in scholarly pursuits to enhance the evidence base of the nursing profession.

The department offers a curriculum that is approved by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and the Texas Board of Nursing, and leads to a Bachelor of Science in Nursing (BSN). The TLU baccalaureate nursing program, a competitive entry program with limited space, has two tracks: the pre-licensure BSN track and the RN to BSN track.

The pre-licensure BSN track is the program for students who wish to major in nursing as an undergraduate student. Graduates of this nursing program are eligible for Texas state licensure after successfully completing the requirements from the Texas Board of Nursing and passing the National Council Licensure Examination for Registered Nursing (NCLEX®-RN).

The RN to BSN track provides an opportunity for registered nurses with an associate's degree in nursing to advance their education and obtain a bachelor's degree. Graduates of this track will have the opportunity to expand and enrich their professional career in nursing and meet the growing demand in the workforce for RNs with BSN degrees.

Emphasis for both programs is placed on preparing the baccalaureate professional nurse for the 21st century in a variety of healthcare settings as they care for patients across the lifespan and health-illness continuum. In addition, graduates will be prepared to continue their education in graduate programs in specialized nursing fields.

Criteria for Admission for the pre-licensure track

All students who wish to be considered for admission to the nursing program in their junior year must complete the following by the application deadline:

1. Completion of or currently enrolled in all prerequisite courses for the nursing program.
2. Completion of the nursing program online application by the deadline for admission.
3. Three reference evaluation forms completed by healthcare supervisors and or faculty who are familiar with the student's performance.
4. Earned at least a "C" in each prerequisite course with an overall GPA of at least a 3.0 cumulative GPA on a 4.0 scale for all college work.
5. A minimum score of proficient on all sections on the TEAS® V (Test for Essential Academic Skills) exam within the last six months.
6. Completion of all health requirements before enrollment in nursing courses.

7. Texas Board of Nursing Mandatory Background Check and Drug Screening by all applicants of nursing programs in Texas.

Transfer Policy for the pre-licensure track

Students wishing to transfer into the TLU pre-licensure track must follow the same application process as TLU currently enrolled students. The student must first be accepted by the TLU Office of Admissions and then complete the nursing application process.

Criteria for Admission for the RN to BSN track

All students who wish to be considered for admission to the nursing program must complete the following by the application deadline:

1. Admitted to TLU as an undergraduate student.
2. Graduated from an associate degree nursing program accredited by the National League for Nursing Accrediting Commission or other identified national accrediting body for nursing.
3. Earned at least a “C” in each prerequisite course with an overall prerequisite GPA of at least a 2.7 on a 4.0 point scale.
4. Earned at least a “C” in each nursing course from the associate degree nursing program.
5. All required prerequisite courses will need to be completed before beginning courses in the RN to BSN track requiring a practicum.
6. Unrestricted RN license in Texas.

Major in Nursing (BSN) – Pre-licensure Track: 60 credit hours to include:

| First Semester (15 hrs) | Second Semester (15 hrs) | Third Semester (15 hrs) | Fourth Semester (15 hrs) |
|-------------------------|--------------------------|-------------------------|--------------------------|
| NURS 330 (5) | NURS 340 (7) | NURS 430 (5) | NURS 440 (5) |
| NURS 332 (5) | NURS 342 (5) | NURS 432 (7) | NURS 442 (2) |
| NURS 334 (3) | NURS 344 (3) | NURS 434 (3) | NURS 443 (6) |
| NURS 336 (2) | | | NURS 479 (2) |

General Education Courses: 33 credit hours to include

| | | | |
|----------|-----------------------------------|------------|----------------------------|
| MATH 133 | College Algebra or higher (3) | COMP 131 | English Composition I (3) |
| FREX 134 | Exploring the Arts & Sciences (3) | COMP 132 | English Composition II (3) |
| THEO 133 | Introduction to Theology (3) | Arts | Arts Elective (3) |
| SPAN 131 | Spanish Language & Culture I (3) | Arts | Arts Elective (3) |
| PRWB 130 | Personal Well-Being (3) | Humanities | Humanities Elective (3) |
| | | Humanities | Humanities Elective (3) |

Additional General Education Courses: 40 credit hours to include

| | | | |
|----------|---|----------|--------------------------------------|
| BIOL 147 | Human A & P I (4) | COMM 374 | Professional Speaking (3) |
| BIOL 148 | Human A & P II (4) | PSYC 131 | Introduction to Psychology (3) |
| BIOL 233 | Pathophysiology (3) | PSYC 236 | Developmental Psychology (3) |
| BIOL 235 | Nutrition (3) | SOCI 130 | Introduction to Sociology (3) |
| BIOL 242 | Microbiology (4) | SPAN 133 | Spanish for Health Professionals (3) |
| CHEM 147 | Chemistry for Health Professionals (4) | STAT 374 | Statistics (3) |

Major in Nursing (BSN) RN to BSN Track: Same general education courses and supporting/prerequisites courses as pre-licensure program. Registered nurses will receive 33 credit hours/course equivalency for successful completion of prior nursing courses and subsequent RN licensure, including PRWB 130 and COMM 374, foundational competencies, and module activities.

Nursing Courses: 30 Credit hours to include:

| First Semester (11 hrs) | Second Semester (10 hrs) | Third Semester (9hrs) |
|-------------------------|--------------------------|-----------------------|
| NURS 300 (3) | NURS 336 (2) | NURS 435 (5) |
| NURS 344 (3) | NURS 400 (3) | NURS 479 (2) |
| NURS 330 (5) | NURS 440 (5) | NURS 479 (2) |

Retention in the Nursing Program

1. Maintain a minimum cumulative GPA of 2.7 on a 4.0 scale in all courses completed at TLU for graduation requirements.
2. Maintain a minimum grade of "C" or better in all nursing courses. A student who does not obtain the minimum grade in a nursing course may repeat the course only once. A student will only being allowed to do this in two nursing courses.
3. Demonstrate continual progress toward completing all nursing courses, competencies and clinical proficiencies.
4. Demonstrate appropriate professional behavior during the time in the program, including in the classroom, laboratory sessions, and clinical agencies.
5. Comply will all policies and procedures outlined in the TLU and Department of Nursing Student Handbooks.

NURSING

NURS 300. Professional Nursing Role & Evidence-Based Practice I (RN-BSN) (3:3:0)
Addresses the historical, contemporary and global perspective on the role of baccalaureate nursing in society; professional nursing roles and regulatory requirements within the context of contemporary healthcare delivery systems. Emphasis is on ethical and legal foundations of professional nursing as related to baccalaureate nursing as well as selected nursing theories and standards of nursing practice.

NURS 330. Age Span Bio-Psycho-Social-Spiritual Assessment (5:3:6)

Addresses concepts related to holistic health assessment across the life span for evidence-based nursing practice, including interviewing, health history and physical assessment techniques. Emphasis is on recognition of normal findings, common functional health pattern deviations associated with pathologies and pharmacological concepts related to assessment. Pre-requisite/Co-requisite: admission to Nursing Program/NURS 332.

NURS 332. Fundamental Nursing Concepts & Practice (5:3:6)

Addresses basic nursing concepts, therapeutic and evidence-based nursing processes, and beginning skills, techniques, and procedures for professional registered nursing practice across the life span with a focus on the health end of the health-illness continuum. Safe, therapeutic, legal and ethical medication administration and complementary/alternative modalities are examined. Pre-requisite/Co-requisite: admission to Nursing Program/NURS 330.

NURS 334. Evidence-Based Professional Nursing I (3:3:0)

Addresses the historical, contemporary and global perspectives on the role of nursing in society, professional nursing roles and regulatory requirements within the context of contemporary healthcare delivery systems. Emphasis is on ethical and legal foundations of nursing, selected nursing theories and standards of nursing practice to guide the student in development of professional nursing practice. Pre-requisite: admission to Nursing Program or permission from Director of Nursing.

NURS 336. Health Care in 21st Century (2:2:0)

Introduction to 21st century healthcare environment, influencing factors involved in current healthcare and the philosophical and theoretical basis for professional nursing in this environment. Emphasis is on various methods of healthcare financing, types of healthcare organizations and the role of government in healthcare. Pre-requisite: admission to Nursing Program or permission from Director of Nursing.

NURS 340. Complex Nursing Concepts & Practice I (7:4:9)

The first of two courses that focus on complex nursing concepts related to age specific clients with acute and chronic health alterations. Emphasis is on the impact of communications and life experiences on health status, collaborative management of medications, therapeutic procedures/treatment, restoration and rehabilitation and patient and caregiver education. Application includes critical reasoning, skills and judgment in providing nursing interventions and evidence-based practice in acute and chronic care areas. Pre-requisite: NURS 330 and 332.

NURS 342. Behavioral Health/Psychiatric Nursing (5:3:6)

Focuses on behavioral/psychiatric nursing concepts related to preventive and therapeutic measures for psychiatric and behavioral health applied to individuals of all ages, families and communities. Emphasis includes cultural and social influences and perceptions related to mental illness, as well as concepts related to emotions such as mood, affect and anxiety, coping and stress and cognitive functioning including psychosis and maladaptive behavior related to addiction, violence and sexuality. Pre-requisite/Co-requisite: NURS 330 and 332/NURS 340.

NURS 344. Nursing Research for Evidence-Based Practice (3:3:0)

Focuses on comparison of qualitative and quantitative nursing research with emphasis on the basic research process as the foundation for evidence-based nursing practice and identifying systems to determine validity and reliability of research. Application includes understanding of key research terminology, use of research techniques to

monitor nurse sensitive client care indicators and leadership outcomes, and critical appraisal skills to become competent research consumers. Pre-requisite: admission to Nursing Program or permission from Director of Nursing.

NURS 400. Professional Nursing role & Evidence-Based Practice II (RN-BSN) (3:3:0)
Further develops the evidence-based professional nursing competencies to practice as a baccalaureate registered nurse in healthcare organizations. Emphasis is on the nurse practice standards and values as applied to managerial skills, professional ethics, regulatory requirements, delegation and supervision of unlicensed personnel, and intra and inter disciplinary teams to ensure safe, cost effective, and quality healthcare in complex systems.

NURS 430. Nursing of Childbearing Families (5:3:6)

Covers the physiologic and psychological aspects of pregnancy and birth as well as the clinical skills and judgment in assisting families and individuals during childbearing and rearing, health maintenance and promotion. Application of concepts, processes and practice of nursing commonly encountered with individuals and families in the childbearing years, as well as newborns, children and adolescents. Emphasis is on development, culture, family systems structure, variances and dynamics. Pre-requisite: NURS 340.

NURS 432. Complex Nursing Concepts & Practice II (7:4:9)

The second course that focuses on complex nursing concepts related to age specific clients with acute and chronic health alterations, including complex, multi-system health issues such as shock, trauma, transplantation, disaster management. Emphasis is on the impact of communications and life experiences on health status, collaborative management of medications, therapeutic procedures/treatment, restoration and rehabilitation and patient and caregiver education at a higher level of practice. Application includes critical reasoning, skills and judgment in providing nursing interventions and evidence-based practice in acute and critical care areas. Pre-requisite: NURS 340.

NURS 434. Leadership and Management of Nursing Care (3:3:0)

Designed to develop clinical-leadership and management skills and competencies for the novice professional registered nurse as a member of the healthcare team delivering high quality, patient-centered care. Emphasis is on theories, evidence-based practice and research applied to unit and middle management leadership and within the healthcare system, along with personal attributes for nursing leadership in direct patient care areas, including adult care, maternal-child units, behavioral mental health and community agencies. Pre-requisites: NURS 344 and 334.

NURS 435. Nursing Leadership and Management with practicum (RN to BSN) (5:2:9)

Address clinical leadership and management skills and competencies for the BSN Registered Nurse as a member of healthcare team delivering high quality, patient-centered care. Emphasis is on theories, evidence-based practice, and research applied to various management and leadership positions within the healthcare system along with personal attributes for nursing leadership in direct patient care areas. Six hours of practicum experience is expected each week.

NURS 440. Community Health Nursing (5:3:6)

Presents an overview of population-focused nursing practice and community health nursing responsibilities in various health settings. Emphasis is on the application of the processes to population-focused practice and commonly encountered health problems

of families and aggregates in the community in the context of promoting and protecting the health of populations. Pre-requisites: NURS 342, 430 and 432.

NUR 442. Evidence-Based Professional Nursing II (2:2:0)

Further develops the evidence-based professional nursing competencies to practice in healthcare organizations now and in the future. Emphasis is on nurse practice standards and values as described in the Texas Nurse Practice Act and the American Nurses Association as applied to management skills, professional ethics, regulatory requirements, delegation and supervision of unlicensed personnel to ensure the safe, orderly and effective delivery of healthcare in complex systems. Pre-requisite/Co-requisite: NURS 334/NURS 443.

NURS 443. Capstone - Nursing Leadership Practicum (6:0:18)

Focus is on a practicum experience for the student under the guidance and supervision of a preceptor (registered nurse) in assuming various roles of the professional nurse, including member of the profession, provider of patient-centered care, patient safety advocate and healthcare team member, in a variety of clinical settings. Specific roles emphasized are leader and manager of care for a group of patients, communicator, teacher and consumer of research applicable to evidence-based practice. Implementation of an appropriate senior capstone project will demonstrate application of the principles and concepts of nursing practice. Pre-requisites/Co-requisites: NURS 432, 430, 434, and 342/NURS 440 and 442.

NURS 479. Special Topics (2:variable)

This is a specialized opportunity for in-depth analysis on a selected topic not available in the regular nursing course offerings. Offered only upon sufficient demand and availability of staff. Prerequisite: NURS 330, 332, 334.

PHILOSOPHY

The Department of Theology, Philosophy and Classical Languages, through the discipline of philosophy, seeks to encourage in students the critical reflection and understanding which are essential to education in the liberal arts tradition. The discipline of philosophy introduces students to the history of ideas, the processes of critical and analytical reasoning, the exploration of values and the importance of self-reflection in the pursuit of wisdom. Thus, in support of the institutional goals for graduates at TLU, the study of philosophy enhances critical and reflective thinking, provides grounding in our heritage of ideas and fosters an integrated ethical perspective and a sense of moral purpose. A major concentration is offered as preparation for advanced work in philosophy; it is suitable as well for those interested in fields such as law, ministry, social service and government service.

Major in philosophy: 24 semester hours, including 232, 233, 333, 335, 336, 434. In addition, philosophy majors must complete the requirements for the minor in an appropriately related field of study or declare a second major.

Minor in philosophy: 18 semester hours, including PHIL 232, 335 and 336.

PHILOSOPHY

PHIL 132. Contemporary Moral Problems (3:3:0)

Intended for students with no previous experience in philosophy, this course examines

ethical questions that arise in the course of day-to-day individual and social life. Philosophical analysis and theory will be applied to a broad range of contemporary ethical issues, such as world hunger, animal rights, euthanasia, abortion, capital punishment and sexual morality.

PHIL 232. Logic (3:3:0)

Logic investigates the inference from reasons, or premises, to a conclusion. This course focuses on deductive logic. In a deductive argument, the conclusion is supposed to be a consequence of, or follow from, the premises. If the conclusion does follow from the premises, the argument is valid. Validity depends on the structure of the argument. Logic and validity matter since we want to distinguish good from bad argument forms. We will learn to translate between our formal symbolic system and natural language and learn two independent ways of assessing the validity of arguments.

PHIL 233. Introduction to Philosophy (3:3:0)

An introduction to the nature of philosophical reflection through a historical and topical study of the major issues of Western philosophy. The course considers the various positions that have been taken on these issues in the past and their relevance to contemporary concerns.

PHIL 237. Philosophy in Literature (3:3:0)

An examination of various philosophical positions concerning the nature and meaning of human existence, value judgments and metaphysical beliefs, through a careful selection of readings from representative literature.

PHIL 331. Environmental Ethics (3:3:0)

A study of environmental ethics focusing on various positions ranging from those which are anthropocentric to more biocentric positions. Fundamental questions regarding our relationship to the natural world and future generations and the basis for and scope of our responsibility will be dealt with in the context of ethical theories. Prerequisite: PHIL 132 or 233.

PHIL 332. Gender in Political Theory (3:3:0)

An examination of the understanding of gender in Western political thought that includes ancient and modern philosophers and playwrights. Includes a study of the major disagreements among contemporary feminists and the philosophic ideas that underlie such disagreements. (Also offered as POLS 335.)

PHIL 333. History of Philosophical Ethics (3:3:0)

A survey of central figures and issues in the history of Western philosophical ethics. Attention is given to the historical development of philosophical ideas. Figures are selected from among the following: Socrates, Plato, Aristotle, Augustine, Aquinas, Kant, Mill, Nietzsche, Freud. Prerequisite: PHIL 233.

PHIL 334. Knowledge and the Philosophy of Science (3:3:0)

An examination of the issues and problems of the philosophy of science, including the nature of science, its methodology and its relationship to values questions. Related matters in the theory of knowledge will be considered, such as the issues of skepticism, truth, perception, belief and knowledge of the world and other minds. Prerequisite: PHIL 132 or 233.

PHIL 335. History of Philosophy I (3:3:0)

A study of western philosophical ideas as they developed in ancient and medieval thought with emphasis on the Presocratics, Socrates, Plato and Aristotle. Prerequisite: PHIL 233.

PHIL 336. History of Philosophy II (3:3:0)

A study of Western philosophical ideas as they developed from the early modern period through the late 18th century. Emphasis is on major figures from Descartes through Kant.

PHIL 338. Philosophy of Religion (3:3:0)

A study of philosophical analysis of the nature and grounds of religious belief, its conceptual framework and language, with an examination of traditional problems and recent developments.

PHIL 339. Political Philosophy (3:3:0)

An examination of ancient, medieval, and modern theories of politics. Includes the views of many of the most influential political thinkers in the Western tradition, such as Plato, Aristotle, Augustine, Locke and Rousseau. (Also offered as POLS 339.)

PHIL 371. Bioethics (3:3:0)

An examination of the moral dilemmas and ethical reflections precipitated by advances in medical technology. Topic areas include genetics, abortion, death and dying, allocation of health care resources and the physician-patient relationship. Extensive use of case studies.

PHIL 379. Special Topic (3:3:0)

Discussion of a limited topic or topics in philosophy. Primarily for juniors and seniors. May be repeated for credit when topics are changed. Prerequisite: 60 total hours completed.

PHIL 410, 420, 430. Independent Study (X:X:X)

The philosophy major or minor may pursue an independent research project under the guidance of a faculty member. 1 to 3 hours credit.

PHIL 432. Nineteenth- and Twentieth-Century Philosophy (3:3:0)

A study of selected major figures and topics in philosophy over the past two centuries. Beginning with German idealism, the course will include representatives of various philosophical developments, including in the 20th century both the Anglo-American and Continental traditions. Prerequisite: PHIL 233, 335 or 336.

PHIL 434. Senior Seminar (3:3:0)

The senior seminar is intended as a capstone to help philosophy majors integrate and explore the vocational implications of what they have learned in philosophy through a course structured around the subdisciplines of logic, metaphysics, epistemology, ethics, aesthetics and the history of philosophy. The class will culminate in a documented paper and presentation. Required of all seniors who plan to graduate with a major in philosophy. Offered every spring.

PHYSICS

The courses in physics are designed to acquaint the student with a general knowledge of physical phenomena, the ways in which physicists study these phenomena and the contributions such studies have made to our civilization. The courses provide knowledge necessary for students preparing to enter the health sciences, engineering or teaching at the secondary level. They also provide support

for majors in biology, chemistry, mathematics and computer science, as well as for those non-science majors who wish to broaden their educational background.

Major in physics (B.A.): 32 semester hours, including PHYS 240, 241, 331, 332, 334, 335, 371, 438, plus 6 hours of upper-division physics electives.

Supporting courses for physics (BA): 25 semester hours, CHEM 143, CHEM 144; MATH 241, MATH 242, MATH 333, MATH 334; CSCI 136 or CSCI 238.

Major in physics (B.S.): 43 semester hours, including PHYS 240, 241, 313, 331, 332, 334, 335, 336, 371, 390, 437, 438; PHYS 381 or PHYS 348; 1 additional upper-division physics courses chosen from PHYS 379 or PHYS 383 or PHYS 391.

Supporting courses for physics (BS degree): 25 semester hours, including CHEM 143, CHEM 144; MATH 241, MATH 242, MATH 333, MATH 334; CSCI 136 or CSCI 238.

Major in applied physics (B.S.): 43 semester hours, including PHYS 240, 241, 313, 331 or 337, 332, 334, 335 or 336, 348 or 381, 371, 390, 392, 437, 438, 1 upper division elective.

Supporting courses for applied physics (B.S. degree): 25 semester hours, including CHEM 143, CHEM 144, MATH 241, MATH 242, MATH 333, MATH 334, CSCI 136 or CSCI 238.

Minor in physics: 20 semester hours, including PHYS 240, 241, 334, 384, plus 6 hours of upper-division physics electives.

PHYSICS

PHYS 131. Freshman Seminar: Tools for Success in Science & Engineering (3:2:3)

For all beginning students considering science or engineering studies. This course offers an introduction to basic physics principles, scientific methods, mathematical skills and the organized practice of scientists and engineers including exploration of a diverse range of career options with emphasis on contemporary trends in physics, applied physics and engineering.

PHYS 141. General College Physics I (4:3:3)

A general course in physics covering linear and rotational kinematics and dynamics, momentum, energy, fluids, waves and oscillations with emphasis on algebraic and trigonometric mathematical treatments and problem solving. Prerequisite: MATH 133 or higher.

PHYS 142. General College Physics II (4:3:3)

A general course in physics covering charge, electric and magnetic fields, circuits, electromagnetic waves, geometric optics, thermal physics and the ideas of quantum and nuclear physics, with emphasis on algebraic and trigonometric mathematical treatments and problem solving. Prerequisite MATH 133 or higher and PHYS 141.

PHYS 143. Physics of Modern World Issues (4:3:3)

An exploration of the physics underlying modern world issues, current events, innovative technology, and public policy decisions. Topic include nuclear weapons, climate change, space travel, radioactivity, earthquakes, electromagnetic radiation, lasers, medical imaging, and other current relevant topics relating to modern society. Conceptual understanding is emphasized rather than mathematical problem solving. Background in physics or math not required.

PHYS 144. Conceptual Physics (4:3:3)

A hands-on, introductory physics course with minimal math specifically designed for non-science, non-math majors. The course content will focus on fundamental physics principles that can be observed in everyday life experiences. Emphasis will be on understanding concepts rather than mathematical problem solving. No prerequisites or background in physics required.

PHYS 220, 230, 320, 330. Directed Study (X:X:X)

Individualized study courses under the general supervision of a physics faculty member. The topic chosen by the student and approved by the faculty member and department must be sufficiently delimited to permit oral and written reports. Consult a faculty member for more information.

PHYS 240. Intro Physics for Scientists and Engineers I (4:3:3)

First of a three semester sequence for students pursuing science and engineering studies. Topical coverage includes: kinetics, dynamics, momentum of particles and rigid bodies, work and energy, simple harmonic motion and an introduction to thermodynamics. Laboratory component introduces quantitative measurement skills within the framework of theoretical understanding, assessment of accuracy and uncertainty in measurements and experimental results, and technical communication. Prerequisite: MATH 241 or enrollment therein.

PHYS 241. Intro Physics for Scientists and Engineers II (4:3:3)

Second of the three semester sequence for students pursuing science and engineering studies. Topical coverage includes: electricity and magnetism, wave motion and an introduction to geometric optics. Laboratory component further develops quantitative measurement skills within the framework of theoretical understanding, assessment of accuracy and uncertainty in measurements and experimental results, and technical communication. Prerequisite: MATH 242, or enrollment therein, and PHYS 240.

PHYS 331. Mechanics (3:3:0)

A more advanced course dealing with statics and dynamics of particles, rigid bodies and fluids. Prerequisite: PHYS 241, MATH 241, 242 and 333.

PHYS 332. Electricity and Magnetism (3:3:0)

Static electric and magnetic fields, electric and magnetic properties of matter, boundary problems, electromagnetic fields. Maxwell's equations. Prerequisite: PHYS 241, MATH 241, 242 and 333.

PHYS 334. Modern Physics (3:3:0)

Third of a three semester sequence for pursuing science and engineering studies. Topical coverage includes: special relativity, general relativity, wave-particle duality, atomic structure, introduction to quantum mechanics and other current topics in physics. Students are encouraged to enroll concurrently in Modern Physics Lab. Prerequisite: PHYS 241, MATH 242.

PHYS 335. Quantum Mechanics (3:3:0)

An introduction to the theory and methods of quantum mechanics. Topics include observables, operators, eigenvalues, stationary states and time evolution of solutions to the Schrödinger equation including 1-D potentials, central potentials, the hydrogen atom, angular momentum and spin. Also offered as CHEM 335. Prerequisites: PHYS 334 or CHEM 345 and MATH 333.

PHYS 336. Statistical Thermodynamics (3:3:0)

Temperature, heat, entropy and the laws of thermodynamics as applied to simple classical and quantum systems. An introduction to statistical mechanics and the description of thermodynamic quantities in terms of ensemble averages. Prerequisite: PHYS 334 and MATH 333.

PHYS 337. Dynamics (3:3:0)

Two- and three-dimensional kinematics and dynamics of particles and rigid bodies using the physical concepts of force, mass, acceleration; work and energy; and impulse and momentum, applied to a broad class of applied physics and engineering problems. Prerequisite PHYS 240 and MATH 242.

PHYS 339. Aerodynamics (3:3:0)

Topics include the four forces of flight: lift, weight, thrust, and drag, aircraft design, stability control, and high-speed flight characteristics. Prerequisites: PHYS 142 or PHYS 241.

PHYS 348. Applied Optics (4:3:3)

Topics in geometric and physical optics with emphasis on experimental application to contemporary physics, engineering and related fields. Prerequisite: PHYS 334 and PHYS 371.

PHYS 371. Mathematical Methods for Scientists and Engineers (3:3:0)

Topics in post-calculus mathematics for application to physics and engineering problems, special functions, Laplace and Fourier transformations, Fourier series, vector calculus, line and surface integrals, Green's and Divergence theorems, partial differential equations, applied linear algebra and linear operators and introduction to applied complex analysis. Also offered as MATH371. Co/Prerequisite MATH 333.

PHYS 379. Special Topic (3:3:0)

Designed for students majoring in physics or upper-division students in the natural sciences. (Also offered as CHEM 379.)

PHYS 381. Digital Electronics (4:3:3)

This course provides practical experience in using discrete components for Boolean, arithmetic and counting functions in a digital computation, number representations and individual gate circuits, and integrated circuits. The course covers both combinational and sequential circuits. Laboratory emphasis on applications in research instrumentation, industrial controls, and computer design. Prerequisite: MATH 136 or MATH 241.

PHYS 383. Electronic Instruments (3:2:3)

Emphasis on analysis of DC and AC circuits and systems and how theoretical treatments are manifested in basic electronic instruments; exploration of the use of these instruments in science and engineering. Includes laboratory component with emphasis on the applications of a variety of electronic instruments, including operation and maintenance. Prerequisite: MATH 242 and PHYS 241.

PHYS 384. Advanced Physics Lab (3:3:0)

A laboratory-based course focused on the introduction to principles of research techniques with an emphasis on experimental and applied physics. Topics include: vacuum technology, automation of analog and digital data acquisition with a variety of instrumentation, all with emphasis on skill acquisition and technical communication. Prerequisite: PHYS 334 and PHYS 371.

PHYS 390. Computational Applied Science I (3:3:0)

Algebraic, differential and integral calculations with discretely sampled data. Desktop engineering calculations using MATLAB™. Functions and common programming elements. Graphs and histograms. Curve fitting and use of residuals. Modeling noisy measurements: random functions, and Monte Carlo calculation. Pre-processing of digital datasets: handling missing data and exceptions, interpolation, moving average smoothing and trend removal. Storage and retrieval of common data formats. Prerequisite: MATH 242 and PHYS 241.

PHYS 391. Computational Applied Science II (3:3:0)

Introduction to digital signal processing: FFT, correlation, convolution and filters. Modeling the time evolution of physical systems using differential equations with an introduction to SIMULINK™. Data visualization with contouring and 2-D imaging. Prerequisite: PHYS 390 and MATH 333.

PHYS 392. Applied Physics for Engineering (3:3:0)

Emphasis on application of physics principles in defining and developing solutions for a broad range of engineering problems. Topical coverage includes fluid dynamics, thermal processes, basic materials science and contemporary problems in engineering. Prerequisite: PHYS 241 and Math 334, or enrollment therein.

PHYS 410, 420, 430. Independent Study (X:X:X)

Intensive, individual study and research available to qualified students with a special interest in doing advanced work in physics. Consult a faculty member for more information.

PHYS 437. Physics Research (3:3:0)

Independent research in a selected topic in physics, applied physics or pre-engineering. Topics will be arranged individually in consultation with a faculty mentor and conducted under faculty supervision. Course includes an expectation for scientific literature review relevant to the selected topic. May be repeated for credit. Prerequisite: PHYS 334 and PHYS 371.

PHYS 438. Senior Seminar in Physics (3:3:0)

The capstone course for degree programs in the physics department. Physics majors will learn to use career development tools, prepare a written technical paper that includes a serious exploration of relevant scientific literature and results of independent research on a selected topic, and presentation of that work. Prerequisite: PHYS 334 and PHYS 371.

POLITICAL SCIENCE

The study of the political science prepares students for positions of leadership in both the private and public sectors, for further graduate scholarship and to be educated and involved citizens. The faculty strives to develop students' analytical and critical thinking skills, ethical sensitivities and their abilities to make reasoned and discerned judgments.

Major in political science, international politics concentration: 30 semester hours, including POLS 231, 232, 235 or 237, 339, 430 or 439, 432 or 434, 433, plus 9 additional hours of political science. The POLS 430 or 439 requirement

is waived if student participates in the Washington Semester Program or a TLU sponsored study abroad program.

Supporting courses for the international politics concentration: 24 semester hours, including PSYC 271, six hours of geography, 6 hours of economics (ECON 237 or above), plus 9 hours to be determined in consultation with departmental advisor.

Major in political science, liberal arts concentration: 30 semester hours, including POLS 231, 232, 235, 237, 339, 430 or 439, 433, plus 9 additional hours of political science. The POLS 430 or 439 requirement is waived if student participates in the Washington Semester Program or a TLU-sponsored study abroad program.

Supporting courses for the liberal arts concentration: 24 semester hours, including PSYC 271, PHIL 233, 6 hours of economics (ECON 237 or above), 6 hours of geography, and 6 hours to be determined in consultation with departmental advisor.

Major in political science, political research concentration: 30 semester hours, including 231, 232, 235 or 237, 339, 430 or 439, 433, 436, plus 9 additional hours of political science. The POLS 430 or 439 requirement is waived if student participates in the Washington Semester Program or a TLU-sponsored study abroad program.

Supporting courses for the political research concentration: 24 semester hours, including PSYC 271, 6 hours of geography to include GEOG 236, 6 hours of economics (ECON 237 or above), plus 9 hours to be determined in consultation with departmental advisor.

Major in political science, pre-law concentration: 30 semester hours, including POLS 231, 232, 235 or 237, 339, 430 or 439, 431, 433, plus 9 additional hours of political science. The POLS 430 or 439 requirement is waived if student participates in the Washington Semester Program or a TLU-sponsored study abroad program.

Supporting courses for the pre-law concentration: 24 semester hours, including PSYC 271, PHIL 232, ENGL 371, 6 hours of economics (ECON 237 or above), 3 hours of geography, and 6 hours to be determined in consultation with departmental advisor.

Major in political science, public policy and administration concentration: 30 semester hours, including POLS 231, 232, 235 or 237, 331 or 336, 339, 430 or 439, 433, plus 9 additional hours of political science. The POLS 430 or 439 requirement is waived if student participates in the Washington Semester Program or a TLU sponsored study abroad program.

Supporting courses for the public policy and administration concentration: 24 semester hours, including PSYC 271, GEOG 236 and GEOG 380, 6 hours of economics (ECON 237 or above), 3 hours of accounting, plus 6 hours to be determined in consultation with departmental advisor.

Minor in political science: 18 hours, including POLS 231, 232, 235 or 237, 339, plus 6 additional hours in political science.

POLITICAL SCIENCE

POLS 231. American Politics I (3:3:0)

Introduction to American politics, including both U.S. and Texas constitutional structures and processes. (Fulfills requirement to be met by Texas public school teachers.)

POLS 232. American Politics II (3:3:0)

Continuation of POLS 231 emphasizing public policy issues. Prerequisite: POLS 231.

POLS 235. International Relations (3:3:0)

Relations between countries and politics across international boundaries. Topics include diplomacy, warfare, trade, migration, global environmental issues, international law and organizations and transnational social movements.

POLS 237. Comparative Politics (3:3:0)

Comparing the domestic politics of countries around the world, including both rich, industrialized democracies like the U.S. and the democratic and authoritarian countries of the developing world. Topics include government institutions, parties and elections, economic policy-making and the role of civil society.

POLS 309/319. Mock Trial (1:1:X)

Classroom instruction on the history and theory of debate and forensics. Recommended for students considering careers in law. Required in order to participate in the TLU Mock Trial program. (Also listed as COMM 309/319.) May be taken twice for credit.

POLS 331. State and Local Government (3:3:0)

A study of Texas state government, including local government at the city and county levels. Emphasis is on political activity locally accessible for study. Prerequisite: POLS 231 or permission of instructor.

POLS 333. Electoral Politics (3:3:0)

Campaigns and their management; theories of voting behavior; some involvement by the student in campaigns going on during the course is required. Prerequisite: POLS 231.

POLS 334. American Political Thought (3:3:0)

A survey of the main currents in American thought including the Founding period, the Abolitionist and Secessionist movements, post-Civil War race relations and the movement toward the modern welfare state. Prerequisite: POLS 231 or permission of instructor.

POLS 335. Gender in Political Theory (3:3:0)

An examination of the understanding of gender in Western political thought that includes ancient and modern philosophers and playwrights. Includes a study of the major disagreements among contemporary feminists, and the philosophic ideas that underlie such disagreements. (Also offered as PHIL 332.)

POLS 336. Public Administration (3:3:0)

Organization theory, decision-making, program evaluation, leadership and budgeting in government agencies in the U.S. Prerequisite: POLS 231.

POLS 339. Political Philosophy (3:3:0)

An examination of ancient and modern theories of politics. Includes the views of many of the most influential thinkers in the Western tradition, such as Plato, Aristotle, Augustine, Locke and Rousseau. (Also offered as PHIL 339.)

POLS 379. Special Topic (3:3:0)

Designed to provide flexibility in meeting changing issues and student needs. May be repeated when topics change.

POLS 410, 420, 430. Independent Study (X:0:0)

Designed to allow students an opportunity to pursue special individual research interests. Limited to majors with advanced standing. Department approval required.

POLS 419, 429, 439. Internship (X:0:0)

Designed to provide political science majors with opportunities to work in law offices, political campaigns, government agencies and legislative offices. A study component must also be agreed on. Summer internships are encouraged. No more than 3 hours may be counted toward the major. Prerequisite: departmental approval.

POLS 431. Constitutional Law (3:3:0)

An examination of the major cases in U.S. constitutional development related to the institutions of the national government, federal-state relations and civil liberties and rights, focusing on case research and legal briefing. Prerequisite: Junior standing or permission of instructor.

POLS 432. Latin America and Development (3:3:0)

The politics of Latin America, with a focus on political and economic development. The course includes comparisons with developing countries outside Latin America. Prerequisite: POLS 235 or 237, or permission of instructor.

POLS 433. Survey Research (3:3:0)

The application of scientific methods to political and sociological research, with an emphasis on hands-on design and conduct of surveys, and analysis of data using multiple regression. The course includes a study of the psychology of public opinion. This is a senior capstone course. Prerequisite: PSYC 271. (Also offered as SOCI 433.)

POLS 434. Europe and Advanced Democracies (3:3:0)

The politics of Europe and the European Union, with a focus on how politics works in rich, industrialized democracies and the problems of regional integration. The course includes comparisons with rich democracies outside Europe. Prerequisite: POLS 235 or 237 or permission of instructor.

POLS 436. Research Methods (3:3:0)

Introduction to advanced social science methods, including both quantitative and qualitative data gathering and analysis, which each student will use to conduct independent research on a topic of his or her choice. Prerequisite: POLS 433. (Also offered as SOCI 436.)

POLS 440. Washington Semester Research Project in Government (4:0:0)

Supervised, individual research in Washington D.C. designed in consultation between TLU and American University to take advantage of the resources of the Washington area through personal interviews, participant observation, etc. Required as part of the Washington Semester program.

POLS 441. Washington Semester Seminar in Government I (4:2:6)

Meetings with politicians, lobbyists, reporters, etc. Course includes lectures and discussions. Sited in Washington, D.C., at American University. Prerequisites: POLS 231, junior standing and approval of TLU Washington Semester Committee.

POLS 442. Washington Semester Seminar in Government II (4:2:6)

Continuation of POLS 441.

POLS 449. Washington Semester Internship in Government (4:0:8)

Under American University academic supervision, students intern in congressional, governmental and interest group offices two afternoons a week to gain first-hand experience and insights. Academic requirements and office supervisor's evaluation determine final granting of credit. Part of the Washington Semester Program.

PRE-PROFESSIONAL PROGRAMS

PRE-MINISTRY (B.A. DEGREE)

Students who anticipate continuing their program of study at a school of theology should plan their undergraduate program to meet the requirements of the particular school they expect to enter. The Association of Theological Schools in the United States and Canada recommends that an undergraduate program emphasize several broad areas. High competency is desired in at least one of the following: understanding human selfhood and existence, modern social institutions and problems and culture and religion. Moderate competencies are valuable either in science and technology or in the modes and processes of human understanding. The undergraduate should also be moderately competent in at least one area of theological study: biblical content and interpretation, the history of religious traditions or systematic and ethical construction. Finally, the student needs to have a reading knowledge of Greek (four semesters), plus either Hebrew, Latin, German, French or Spanish, and a mastery of written and oral English. Members of the Evangelical Lutheran Church in America who are planning to enroll in a seminary of the ELCA must be registered with the candidacy committee of a synod of the ELCA generally about two years prior to their application to a seminary program.

PROFESSIONAL LAY MINISTRY (B.A. DEGREE)

TLU offers a flexible four-year program for persons interested in professional, non-ordained service in the church. The program may be utilized to fulfill course requirements in theology for those who desire to serve in the public ministry of the Evangelical Lutheran Church in America as an Associate in Ministry, or as a professional minister in other Christian denominations.

Students interested in being commissioned for service as an ELCA Associate in Ministry must be registered with the candidacy committee of their home synod and must meet all of the requirements as set forth by the ELCA's Division for Ministry. The program may be taken with a view to a broad, general preparation for church service, or it may be taken with more particular career aspirations in

mind. Possible academic majors include business administration, communication studies, music, psychology, sociology and theology. Program details are worked out in consultation with the theology faculty.

For those in the ELCA Associate in Ministry candidacy process, basic foundational course work in theological education includes a minimum of 20 semester credit hours. At least one course must be completed in each of the following areas: Biblical Studies-old Testament; Biblical Studies-New Testament; Lutheran Theology and Confessional Writings; Introductory Systematic Theology; and American Lutheran Church History. The candidate's curriculum may include additional courses appropriate to a specialization.

Areas of service in the ELCA for an Associate in Ministry include education (director of Christian education, day school teacher or director, librarian), music and the arts (organist, choir director, teacher of music or drama), administration (church or parish office administrator, administrator in a synodical, churchwide agency, camp director) and service (campus ministry, camping ministry, counseling, parish worker, youth director).

PRE-ENGINEERING (B.A. DEGREE)

Students participating in this dual-degree program satisfy basic requirements for entering an engineering program at another university. TLU awards an applied science degree upon completion of TLU and engineering school requirements for an engineering degree. Three years are spent at TLU to satisfy preparation in mathematics and physical sciences as well as broadening in liberal arts expected of a well-trained engineer. Details of the program are listed under "Applied Science" in this section of the catalog.

PRE-LAW (B.A. DEGREE)

A bachelor's degree from TLU satisfies the educational admission requirements of law schools. Our pre-law students usually major in political science, economics, English, accounting or history; however, any major at TLU satisfies law school admission requirements. "Careers in Law," a publication of the American Bar Association, has the following statement: "The best preparation for the study of law is a broad liberal arts education, calculated to provide a critical understanding of the institutions and values with which law deals." Leaders of the bench and bar also have recommended courses which they consider most valuable for preparation for the study of law. Subjects strongly recommended include philosophy and logic, political science, economics, creative and technical writing, literature, sociology, psychology, mathematics, accounting and British and American history.

Students should confer with the pre-law advisor to develop academic plans.

HEALTH-RELATED PRE-PROFESSIONAL PROGRAMS

Texas Lutheran offers pre-professional programs in the following health professions:

- dentistry,
- medicine,
- nursing,
- occupational therapy,
- optometry,
- pharmacy,
- physician assistant,
- physical therapy, and
- veterinary science

Prerequisites for clinically related programs change frequently. Students interested in pursuing careers in these programs should contact members of the Health Professions Committee for individualized advising. Current Health Professions Advisors, who are members of the Health Professions Committee, are listed on the TLU website. These advisors will help students determine which courses to take, how best to obtain exposure to the desired career field, and how best to prepare to take entry examinations for professional schools. Committee members will also provide letters of recommendation for students applying to professional programs, will help students prepare their professional school applications, and will offer practice interview sessions for those invited to interview at professional schools. A student should contact committee members as soon as he/she has identified a health profession as a career goal. In this way, advisors can maximize their effectiveness in helping a student with his/her pursuits.

PSYCHOLOGY

The program in psychology promotes the scientific approach to the study of behavior and its underlying processes in the context of a supportive community of learning and faith. The program is structured to provide students with an understanding of the major content areas of the field and their historical foundations, the necessary research and quantitative skills to understand and conduct behavioral research, and opportunities to practice and extend their knowledge of psychology outside the classroom in research and applied settings. The psychology program encourages an appreciation of both the interconnections between psychology and other fields of study and psychology's implications for personal growth and practical issues. To prepare students for graduate study in psychology, the major provides a strong foundation in research and theoretical principles with an emphasis on applying those principles in individual student research projects and internships. The program's emphasis of combining the empirical study of behavior with a broad liberal arts education prepares students

for further education in other fields and for careers in many settings including business, education, social services, research, law, government, church and allied health services.

Major in psychology (B.A.): 39-40 semester hours, including PSYC 131, 234, 235, 236, 271, 272, 332, 334, 339 or 374, 347 or 371, 432, 437, and 3 additional hours of psychology electives.

Supporting courses (BA): 21 semester hours, including 9 hours of foreign language proficiency*; 3 hours of upper-division philosophy; 9 hours from at least two different departments of ECON, POLS, SOCI; COMM 271 or COMM 237 or COMM 3XX.

*3 hours of foreign language may be waived for each long semester of study abroad or for participating in 2 in-house study abroad experiences having at least 14 days spent in the destination country.

Major in psychology (B.S.): 40 semester hours, including PSYC 131, 234, 235, 236, 271, 272, 334, 347, 371, 432, 437 and 6 additional hours of psychology electives.

Supporting courses (B.S.): 27-30 semester hours, including MATH 148; MATH 241 or STAT 375; BIOL 143 & 144 or BIOL 147 & 148; 6-8 additional hours of natural science (BIOL130-131 and CHEM130 do not count toward this requirement); 6 hours from ECON, POLS or SOCI.

Minor in psychology: 18 semester hours, including a minimum of 6 hours of upper-division courses. It is recommended that students consult with a full-time member of the psychology department concerning the course pattern that will best augment their particular interests.

Curricular/Paracurricular Plan: The university requires that all students file a formal degree plan with the Registration and Records office prior to the beginning of the junior year. The psychology department recommends that its majors also develop and maintain a more comprehensive informal plan for personal use. This should include a tentative schedule of courses needed and the sequence and semester in which these should be taken. It should also contain a plan of paracurricular experiences that will both supplement coursework and build toward personal and career goals. Some examples of the latter include active membership in campus groups such as Psi Chi and the Psychology Club, student membership and participation in national or regional psychological associations, original research under the supervision of a faculty member, and volunteer work in a community service facility such as MHMR. These kinds of experiences are not only personally rewarding, they are evidence of maturity and breadth of development—factors important to future employers and graduate and professional schools. (Additional information for planning purposes is available through consultation with faculty advisors).

PSYCHOLOGY

PSYC 131. Intro to Psychology (3:3:0)

A survey of general psychology: theories, methods and basic principles and how these apply to human behavior.

PSYC 234. Introduction to Social Psychology (3:3:0)

A study of how people think about, influence and relate to one another. Topics include social beliefs, conformity, group influence, persuasion, prejudice, aggression, attraction, altruism and conflict and peacemaking.

PSYC 235. Drugs and Behavior (3:3:0)

An overview of psychoactive drugs. Topics include historical background, mechanisms of action and predominant behavioral effects for each major category.

PSYC 236. Developmental Psychology (3:3:0)

A study of the physical, cognitive and psychosocial processes of development of the individual from conception to old age. Includes field experience.

PSYC 271. Quantitative Methods for Psychology I (3:3:0)

An integrated introduction to psychological research with emphases on descriptive, correlational, and non-experimental designs and analyses. Use of computers for research, data analysis and APA Format report writing. First in a two-part sequence. Required for psychology majors.

PSYC 272. Quantitative Methods for Psychology II (3:3:0)

Continuation of PSYC 271. Emphasis on experimental design and use of parametric inferential statistics (t-tests and ANOVA) and non-parametric tests (chi-square). Use of statistical software, preparation of a comprehensive research proposal. Second course in a two-part sequence. Required for psychology majors.

PSYC 332. Psychopathology (3:3:0)

An intensive survey of psychological disorders, their characteristics and diagnostic categories. Students are introduced to professional, scientific, clinical language and thought regarding human variances and disorders. This course includes a review of major theoretical paradigms; related research; etiologies and treatment, including psychoactive medications; and an overview of ethical and legal issues in practice.

PSYC 334. Cognitive Neuroscience (3:3:0)

A study of classic and contemporary theories, methods and research on neuropsychological processes. Topics include attention, memory, language, creativity, problem solving, consciousness, development and psychological disorders. Prerequisite: Junior standing or permission of instructor.

PSYC 336. Deviance and Aggression (3:3:0)

A study of the definition, manifestations, origins and consequences of human aggression and violence as well as interventions and prevention efforts directed at reducing aggressive and violent behavior. Topics include origins of various forms of interpersonal violence, including child abuse, domestic violence, bullying and sexual assaults.

PSYC 339. Psychological Assessment (3:3:0)

An introduction to theory underlying test construction, evaluation and interpretation. Survey of major types of tests and scales and focused study of widely used instruments. Prerequisite: STAT 374 or PSYC 272.

PSYC 347. Behavioral Neuroscience (4:3:3)

An examination of the nervous system and its relationship to behavior and experience. Particular emphasis on functional neuroanatomy related to sensation and perception, motivation and reinforcement, sleeping and dreaming and learning and remembering. Prerequisite: 3 hours of psychology and 3-4 hours of biology with a lab.

PSYC 371. Animal Learning (3:3:0)

A critical examination of contemporary theories and phenomena related to animal learning and behavior. Topics include habituation, sensitization, classical and instrumental conditioning, reinforcement and stimulus control. Prerequisite: junior standing or permission of instructor.

PSYC 374. Personality (3:3:0)

A survey of psychological theories and research in the study of personality. Significant reading from the original writings of major theorists. Prerequisite: junior standing or permission of instructor.

PSYC 375. Community Psychology (3:3:0)

A survey of the theories, principles and concepts of community psychology including the classic and contemporary models of mental illness prevention and intervention as well as political and grassroots advocacy models of community wellness. Examines successful practical programs applying the principles of community psychology and reviews the research evaluating the development and effectiveness of community psychology applications. This course also has a service-learning component of community service via service days and a specialized 30-hour practicum selected by the student from local agencies and facilities. Prerequisite: junior standing or permission of instructor.

PSYC 376. Human Sexuality (3:3:0)

A study of the psychology of human sexuality, including historical, multicultural, biological, social, developmental and personal perspectives. Focus is on discriminating accurate information on human sexuality from the psychological science perspective. Prerequisite: junior standing or permission of instructor.

PSYC 377. Professional Psychologist (3:3:0)

A study of a range of career relevant topics especially for students planning to pursue graduate or professional school. Foci include personality and career interest assessment, assessment and development of critical thinking skills, developing a professional dossier and strategies for identifying and applying to graduate or professional school.

PSYC 378. Substance Abuse Treatment in the Criminal Justice System (3:3:0)

A study of current substance abuse treatment in the criminal justice setting including a survey of current drug laws, criminal justice facilities and counseling requirements for treatment state by state. Specific focus will be on gaining familiarity with how 12-step interventions are being utilized and identifying useful treatment interventions.

PSYC 379. Special Topic (3:3:0)

Topics selected by the instructor. Designed for students majoring in psychology or upper-division students in the social or biological sciences. Prerequisite: junior standing or permission of instructor.

PSYC 410, 420, 430. Independent Study (X:X:X)

Independent research on a problem in psychology selected by the student and advisor. Limited to majors of advanced standing with the ability to profit by the experience. Prerequisite: Consent of instructor.

PSYC 432. Engaging Psychology (3:3:0)

Topics are selected by faculty based upon area of expertise. Students will engage in a research or practicum experience that ties meaningfully to the topic and results in a research report and presentation to the department. This is a capstone course for all psychology majors. It may be retaken for credit.

PSYC 439. Internship in Psychology (3:1:6)

Supervised field experience in a setting offering significant psychological services, e.g., MHMR center, mental hospital, independent school district. Consent of department internship director required. Arrangements must be made during the semester prior to the period of the internship.

PSYC 437. History and Systems of Psychology (3:3:0)

A study of the evolution of American psychology. Reviews historical roots in science and philosophy and traces the theoretical and research interests of early schools of psychology. Significant reading requirement. Prerequisite: senior psychology major or consent of instructor.

PERSONAL WELL-BEING**PRWB 130. Personal Well-Being (3:3:0)**

A lecture-laboratory course designed to facilitate student understanding of and appreciation for personal well-being, including an emphasis on healthy decision making, lifelong fitness, nutrition and personal management. Activities and assignments provide opportunities to establish habits conducive to optimal well-being and quality of life.

PUBLIC RELATIONS

The public relations minor is designed to introduce students to the theory and practice of contemporary public relations. It includes courses that address questions of persuasion, influence, marketing, design and applied media and communication experience.

Minor in public relations: 18 semester hours, which must include COMM 235, 236; COMM 274 or VART 232; PSYC 234 or SOCI 274; BUSI 372; and practical experience gained in 3 hours of internship in relevant field placements.

PUBLIC RELATIONS**COMM 236. Public Relations (3:3:0)**

An introduction to theories of public relations, with specific emphasis on various real-world contexts and problem-solving techniques. Theories of social influence and persuasion, campaign design, ethics and law are also covered.

READING

For reading (READ) course listings for education majors, refer to “Education” in this section of the catalog.

RESERVE OFFICER TRAINING CORPS (ROTC)

Through a partnership agreement with Texas State University (San Marcos), TLU students may cross-enroll at Texas State in either the Army ROTC or the Air Force ROTC. The purpose of the ROTC program is to commission qualified students who wish to serve in the United States military.

The ROTC courses offered by the Military Science Department (Army) or the Aerospace Studies Department (Air Force) at Texas State will be considered Texas Lutheran University courses and credit for such courses will appear on the student's TLU transcript. The number of credit hours for each course will be equivalent to the credit hours offered by Texas State University. Each TLU student enrolled in the ROTC Program at Texas State must meet eligibility requirements for admission to this program as stipulated in current Department of the Army and Air Force regulations.

ROTC students may compete for a variety of scholarships in both ROTC programs. Some scholarships provide full tuition, laboratory and incidental fees and an allowance for books, plus a monthly stipend. Students who are interested in the Army ROTC Program should contact the Professor of Military Science at 512-245-3232. Students who are interested in the Air Force ROTC Program should contact the Department of Aerospace Studies at 512-245-2182. Both programs meet on Tuesday and Thursday afternoons.

RESERVE OFFICER TRAINING CORPS

ROTC 1xx. Freshman-Level ROTC Courses (x:x:x)

ROTC 2xx. Sophomore-Level ROTC Courses (x:x:x)

ROTC 3xx. Junior-Level ROTC Courses (x:x:x)

ROTC 4xx. Senior-Level ROTC Courses (x:x:x)

SOCIAL ENTREPRENEURSHIP

The Bachelor of Arts in social entrepreneurship is designed for undergraduate students who have a passion for a particular academic area combined with a desire to start a venture that will address a social issue. Social entrepreneurship is a growing academic field worldwide. The degree is interdisciplinary and prepares students for careers in the nonprofit or social venture arenas. A student earning this degree can combine the skills acquired from a concentration area with the entrepreneurial and leadership skills acquired in the social entrepreneurship core to round out the skill set required to be successful in an entrepreneurial venture.

Major in social entrepreneurship (B.A.):

A. Social Entrepreneurship Courses (9 hours)

SOEN 231 Introduction to Social Entrepreneurship

SOEN 339 Junior Internship OR Study Trip approved by director or department chair

SOEN 439 Senior Seminar

B. Entrepreneurship courses (18 hours): BUSI 235, BUSI 337, BUSI 373, BUSI 377 or ECON 233, BUSI 432, BUSI 486

C. Supporting Courses (6 hours): ECON 237, PHIL 132

D. One Area of Concentration: Faith, Culture & Diversity (18 hours): HIST 273; HIST 383; HIST 272 or HIST 274; and 9 hours from THEO 231, THEO 334, THEO 238 and THEO 374;

OR

Non-Profit Leadership (18 hours): COMM 236, COMM 271, COMM 274, COMM 332, COMM 336, and COMM 377 OR COMM 339;

OR

Mental Health Community Interventions (21 hours): PSYC 332, BIOL 235, PHIL 371; 9 hours from PSYC 235, 236, 336, 375, 378; 3 hours from SOCI 374 or SOCI 375;

OR

Arts for Social Change (27 hours): DRAM 136, DRAM 237, DRAM 331, DRAM 337, VART 279, VART 138 or VART 336, VART 232, VART 378, MUSI 133*.

*MUSI 133, Basic Music Skills, will be waived for students who know how to read music.

Minor in Social Entrepreneurship: 18 semester hours to include SOEN 231, BUSI 231 or BUSI 235, BUSI 337, BUSI 373, SOEN 491, and 3 hours from PHIL 132, INTR 231, COMM 374, SOEN 339, or SOEN 379.

SOCIAL ENTREPRENEURSHIP

SOEN 231 Introduction to Social Entrepreneurship (3:3:0).

This course introduces students to social entrepreneurship through case studies, key readings, and primary information resources. Students will become familiar with organizations and social entrepreneurs through service-learning projects, and will begin to develop skills demonstrated by successful social entrepreneurs, including team building and leadership, negotiation, and working in complex social and cultural environments. They will explore the sources of funding for social enterprises, including philanthropy, governmental funding and income generating, self-sustaining social enterprises. Students will also plan their course of study in the major, including the identification of a track and an initial proposal for a project.

SOEN 339. Junior Internship in Social Entrepreneurship (3:3:0).

Students will complete an internship with a social organization or enterprise or with a social entrepreneur. Junior standing. Majors only.

SOEN 379. Special Topics in Social Entrepreneurship(3:3:0)

An in-depth analysis of selected topics in Social Entrepreneurship to be announced at the time of scheduling the course. May be repeated for credit when topics change. Prerequisite: Sophomore standing.

SOEN 439. Senior Capstone in Social Entrepreneurship (3:3:0).

This course will draw together the experiential, curricular, and individual components of the social entrepreneurship major. Students will complete a study of the background and context of their proposed social entrepreneurship venture, reflect on the civic, vocational, spiritual and personal dimensions of their roles as social entrepreneurs. Senior standing. Majors only.

SOEN 491. Strategy for Social Ventures (3:3:0)

This course is an examination of the managerial and strategic dimensions of decision making in various social contexts. This course serves as a capstone for a minor in Social Entrepreneurship and requires a project with a social theme related to the student's major field of study. Only available to students with a declared Social Entrepreneurship minor.

SOCIOLOGY

Sociology is the scientific study of human social life. It focuses on the forces that organize and structure society and smaller groups as well as the forces that disorganize and threaten to dissolve them.

Major in sociology, liberal arts concentration: 30 semester hours, including SOCI 130, 232 or 274, 331, 373, 430 or 439, 433, 435, plus 9 additional hours of sociology. The SOCI 430 or 439 requirement is waived if student participates in the Washington Semester Program or a TLU-sponsored study abroad program.

Supporting courses for the liberal arts concentration: 24 semester hours, including 6 hours of psychology (to include PSYC 271), 6 hours of geography, 6 hours selected from among the following: INTR 231, POLS 232, 235 and 237, plus 6 hours to be determined in consultation with departmental advisor.

Major in sociology, sociological research concentration: 30 semester hours, including SOCI 130, 232 or 274, 373, 430 or 439, 433, 435, 436, plus 9 additional hours of sociology. The SOCI 430 or 439 requirement is waived if student participates in the Washington Semester Program or a TLU-sponsored study abroad program.

Supporting courses for the sociological research concentration: 24 semester hours, including 6 hours of geography (to include GEOG 236), 6 hours of psychology (to include PSYC 271), 3 hours of economics (ECON 237 or above), plus 9 hours to be determined in consultation with department advisor.

Major in sociology, criminal justice concentration: 30 semester hours, including SOCI 130, 433, 435; CRCJ 231, 331 or 332; CRCJ 375 or SOCI 374; CRCJ 430 or 439, plus 9 additional hours of criminal justice or sociology. The CRCJ 430 or 439 requirement is waived if student participates in the Washington Semester Program or a TLU-sponsored study abroad program.

Supporting courses for the criminal justice concentration: 24 semester hours, including PSYC 235, 271, and 332 or 374, 6 hours of geography, POLS 232 or 336, plus 6 hours to be determined in consultation with departmental advisor.

Minor in sociology: 18 semester hours in sociology, to include SOCI 130, 232 or 274, 331 and 373, plus 6 additional hours in sociology. (For the minor in criminal justice, see the "criminal justice" section of this catalogue.)

SOCIOLOGY

SOCI 130. Introduction to Sociology (3:3:0)

Sociological principles and concepts, application of research methods, and analysis of modern day issues such as socialization, urban life, deviance and crime, the environment, aging, political culture and social control.

SOCI 131. Introduction to Women's Studies (3:3:0)

Drawing from many disciplines (literature, psychology and history, among others), this course provides an introduction to the forces that shape contemporary women's lives. It is designed to question "common sense" notions of gender and look at how our ideas about what it means to be a woman are shaped by race, class, popular culture and public policy. Cross-listed with WOST 131.

SOCI 231A. Introduction to Criminal Justice (3:3:0)

An overview of the criminal justice system designed to introduce students to the history, organizational components and philosophy of the criminal justice system and the interrelationship of its subsystems, punishment and its alternatives, the court system, prosecution and its corrections. (Also offered as CRCJ 231.)

SOCI 232. Social Problems (3:3:0)

An examination of social policy issues surrounding physical and mental health, sex and sex roles, drugs, crime, violence, poverty, discrimination, aging, family life, education, the workplace and urbanization.

SOCI 238. Mexican American Culture in the Southwest (3:3:0)

This course assesses the historical and contemporary context of Chicano culture in the Southwestern United States. It examines, from a revisionist perspective, Chicano cultural history and its manifestations in contemporary forms such as music, food, myths and legends, art, literature, etc. Also offered as MAST 238.

SOCI 239. Cultural Anthropology (3:3:0)

The study of human societies from the period of cultural beginnings to the present, with special emphasis on primitive religion, art, technology, politics and social life.

SOCI 271. Ethnography (3:3:0)

An introduction to qualitative communication and cultural research and the interpretive, critical and performative paradigms. Includes work on participant observation, field notes, interviewing, journalism, personal narrative, data analysis and autobiography. (Also offered as COMM 271.)

SOCI 274. Social Psychology (3:3:0)

A study of how people think about, influence and relate to one another. Topics include social beliefs, conformity, group influence, persuasion, prejudice, aggression, attraction, altruism and conflict and peacemaking. (Also offered as PSYC 234.)

SOCI 331. The Family (3:3:0)

A comparative examination of the family institution, including such structures and processes as marriage, socialization and the family cycle, with emphasis on changing family structures and an aging population.

SOCI 373. American Minorities (3:3:0)

This course examines the values, beliefs and cultural patterns of identified groups in U.S. society. Topics include race and ethnicity, gender, sexual orientation and disabilities. It reviews, within a global context, historical and contemporary relationships of such groups to the dominant society.

SOCI 374. Crime in American Society (3:3:0)

Sociological perspectives are used toward the understanding of the phenomenon of crime and punishment in the United States. Emphasis will be placed on the origins and causes of crime and criminal behaviors, prisons and debates about methods of punishment. Prerequisite: SOCI 231 or CRCJ 231.

SOCI 375. Juvenile Justice (3:3:0)

Examines the juvenile justice system as a distinct part of the criminal justice system from perspectives of history, criminal law, family law, developmental psychology, deviance theory, crime prevention and diversion of juvenile offenders. Prerequisite: CRCJ 231 or SOCI 231A. (Also offered as CRCJ 375.)

SOCI 379. Special Topics (3:3:0)

Designed to address special interests of advanced students, to provide extended examination of particular issues introduced by other departments or programs, or to test the integrity of innovations in sociology. May be repeated for credit when topics are changed.

SOCI 410, 420, 430. Independent Study (X:X:X)

An opportunity for students to pursue independent research utilizing advanced research methods. Prerequisite: Departmental approval.

SOCI 433. Survey Research (3:3:0)

The application of scientific methods to political and sociological research, with an emphasis on hands-on design and conduct of surveys, and analysis of their data using multiple regression. The course includes a study of the psychology of public opinion. Prerequisite: PSYC 271. (Also offered as POLS 433.)

SOCI 419, 429, 439. Internship in Sociology (X:X:X)

Opportunity to work in an appropriate setting under close supervision. Prerequisite: department approval.

SOCI 435. Senior Capstone: Sociological Theory (3:3:0)

Origins of the discipline and its leading personalities during its "classical" period, and the imprint left on our contemporary understanding of the social world confronting timeless issues raised by life in a social context. Prerequisite: senior standing or consent of instructor.

SOCI 436. Research Methods (3:3:0)

Introduction to advanced social science methods, including both quantitative and qualitative data gathering and analysis, which each student will use to conduct independent research on a topic of his or her choice. Prerequisite: SOCI 433. (Also offered as POLS 436.)

SOCI 440. Washington Semester Research Project in Sociology (4:0:0)

Supervised, individual research in Washington, D.C. designed in consultation between TLU and American University to take advantage of the resources of the Washington area through personal interviews, participant observation, etc. Required as part of the Washington Semester Program.

SOCI 441. Washington Semester in Sociology I (4:2:2)

Meetings with politicians, government officials, lobbyists, reporters, etc. Course includes lectures and discussions. Sited in Washington, D.C. at American University. Prerequisite: POLS 231, junior standing, and approval of the Washington Semester Committee.

SOCI 442. Washington Semester in Sociology II (4:2:2)

Continuation of SOCI 441.

SOCI 449. Washington Semester Internship in Sociology (4:0:8).

Under American University academic supervision, students intern in offices such as HHS, community-based nonprofits, or NGO's to gain first-hand experience and insights. Academic requirements and office supervisor's evaluation determine final granting of credit. Part of the Washington Semester Program.

SPANISH STUDIES

The Spanish program is designed to ensure that the student acquires appropriate fluency in the language, as well as a panoramic knowledge of the culture, history and traditions of the Spanish-speaking country.

The major in Spanish studies is designed to prepare students for the professional world in which Spanish language plays an essential role. The Spanish studies provide the opportunity to acquire functional fluency in the language as well as a working knowledge of the cultures and peoples of the Spanish-speaking world. Students are urged to study for at least one summer, fall, or spring term in a Spanish-speaking country.

The minor in Spanish studies is designed to enrich and enhance a student's major area of study by providing the opportunity to acquire functional fluency in the language as well as a working knowledge of the cultures and peoples of the Spanish-speaking world. Students are urged to study for at least one summer, fall or spring term in a Spanish-speaking country.

STUDENT PLACEMENT IN SPANISH

Students with previous instruction or knowledge of Spanish are required to take the departmental Spanish placement test. Those students who, based on the placement test results, make a grade of B or better in any of the following courses (132, 231, 232, 375) will receive institutional credit for each level of the language that has been skipped. While these institutional credit hours will count toward total hours needed for graduation, they will not count toward completion of the general education requirements.

ADVANCED PLACEMENT CREDIT

Students may receive College Board Advanced Placement credit (AP), International Baccalaureate Program credit (IB) or College Level Examination Program credit (CLEP) in Spanish. The total advanced placement credit in Spanish at TLU University shall not exceed 12 hours.

Major in Spanish Studies (B.A.): 30 hours including 12 hours lower division Spanish coursework and 18 advanced credit hours from the following: SPAN 375, 376, 475 and 3 additional courses at the 300 or 400-level.

Three hours of Languages Across the Curriculum (LAC) coursework may be substituted for three hours at the 300 or 400 level. Successful completion of 376 is a prerequisite for LAC coursework. SPAN 439 or a TLU sponsored study abroad

program in Spanish will be authorized for credit according to the content covered in each course.

Supporting work options (select Option A or B):

A. Liberal arts: 24 semester hours including (with Latin American content); ENGL 235 or 377; MAST/ HIST 237; SOCI 238; 9 hours from 3 of the following areas: art history, history, communication studies, philosophy, political science, sociology, theology; 6 hours to be determined in consultation with the advisor.

B. A major or minor (24 semester hours minimum) in another discipline. Students must take at least 18 semester hours in a single discipline. The remaining 6 hours will be determined in consultation with the student's advisor.

Major Spanish Education (B.S.) (EC-12 LOTE): 27 hours to include SPAN 131, 132, 231, 232, 337, 375, 376, 473, LANG 335.

Supporting courses for BS EC-12 LOTE: 27 semester hours of the required courses for teacher education. See Education section for additional guidelines regarding admission to the teacher education program.

Minor in Spanish Studies: 18 semester hours in Spanish Studies chosen in consultation with the student's advisor. Twelve of the 18 hours should be at the 300-400 level. Mandatory courses are SPAN 375 and 376. Students may take three hours of LAC (Language Across the Curriculum) courses, participate in a TLU sponsored study abroad program in Spanish or perform an internship. SPAN 376 is a prerequisite for LAC coursework.

SPANISH STUDIES

SPAN 131. Spanish Language and Culture I (3:3:0)

An introductory course for those with little or no knowledge of Spanish. While integrating language and culture, classroom activities will focus on listening and speaking in personal contexts. Reading and writing strategies will be introduced.

SPAN 132. Spanish Language and Culture II (3:3:0)

Classroom activities focus on student interactions in personal and survival contexts. Students will read simple connected texts and write creatively, using rudimentary discourse strategies. Prerequisite: SPAN 131 or equivalent.

SPAN 133. Spanish for Health Professions (3:3:0)

This course is designed to teach health professionals in the United States how to communicate with patients whose primary language is Spanish. It will serve the needs of TLU students entering the nursing program as well as members of the community seeking to Learn Spanish to use in the medical field. The course will focus on the most common and practical communication needs such as: intake information, personal and family history, diagnosis of chief complaint, basic requests and commands, friendly greetings and farewells, and insurance and billing information. For students pursuing majors in the medical sciences only. Prerequisite: SPAN 131.

SPAN 210, 220, 230; 310, 320, 330. Directed Study (X:X:X)

See the section in this bulletin entitled "Special Studies," and consult the Spanish instructor for details. Prerequisite: SPAN 232 or above.

SPAN 231. Spanish Language and Culture III (3:3:0)

While integrating language and culture, classroom activities focus on conversational strategies in a wide range of concrete contexts likely to be encountered in the Spanish speaking countries. Students read short texts about concrete topics and write coherent paragraphs in past, present and future time frames. Prerequisite: SPAN 132 or equivalent.

SPAN 232. Spanish Language and Culture IV (3:3:0)

Continued emphasis on concrete discourse strategies in practical and social situations, with an introduction to those strategies needed to sustain a more complex conversation. Cultural clichés and realities are further explored through a variety of readings and classroom activities. Students write short descriptive and narrative essays. Prerequisite SPAN 231 or equivalent.

SPAN 337. Academic Spanish for Professional Purposes (3:3:0)

This course examines and offers practice in the content and form of various discourse styles as well as the cultural patterns particular to the professional world. While the course will be useful in any profession, majors in business, bilingual education, allied health, pre-law, sociology and theology will find the course especially beneficial. Prerequisite: SPAN 375 or 376 or instructor's permission.

SPAN 338. Latin American Literature in English Translation (3:3:0)

Readings in English translation from the vast literary treasure of Latin America. The readings may include the works by Nobel Prize laureates such as Gabriel García Márquez, Miguel Angel Asturias, Octavio Paz, Gabriela Mistral and Pablo Neruda, as well as other world renowned writers: Jorge Luis Borges, Carlos Fuentes and Isabel Allende. Prerequisite: COMP 131, 132, FREX 134, SPAN 375, 376 or instructor's permission.

SPAN 375. Advanced Conversational Spanish (3:3:0)

This course is for students who wish to improve their ability to speak Spanish. While the student will read and write in this class, the goal of the course is to produce a student who can speak and understand Spanish fluently and comfortably. Topics for discussion will come from various media sources: television, radio, movies, the internet, magazines, guest lectures, etc. Prerequisite: SPAN 232 or instructor's permission.

SPAN 376. Advanced Practice in Reading and Writing (3:3:0)

This course offers students the opportunity to improve their reading and writing skills in Spanish. The students will read texts and write coherent narrative essays using advanced Spanish grammar skills. Prerequisite: SPAN 232, 375 or instructor's permission.

SPAN 377. Spanish Literature from its origins through the Golden Age (3:3:0)

This course examines the literature of Spain from the 12th through the 17th centuries, including the origins of primitive lyrical and epic poetry, early masterpieces of narrative prose and the beginnings of Spanish drama. Prerequisite: SPAN 375, 376 or instructor's permission.

SPAN 378 Spanish Literature from 18th Century to the Present (3:3:0)

This course studies the literature from Spain beginning in the 18th century and continuing until nowadays. Literary movements such as Enlightenment, Romanticism and Realism will be covered, as well as the Spanish "Época de Plata" (generación del 98, 14 y 27), post-war works and literature from the post-Franco period. Some of the authors studied in this course include Cadalso, Larra, Espronceda, Bécquer, Galdós,

Unamuno, Machado, García Lorca, Miguel Hernández, Cela, Carmen Laforet, Pérez-Reverte, Muñoz Molina and Rosa Montero. Prerequisite: SPAN 375, 376 or instructor's permission.

SPAN 379. Special Topics (3:3:0)

Special monographic topics to be taught as special topics courses include, but are not limited to, Ruben Darío and the Modernist Poets; Postmodernist and Feminist Voices in Spanish American Literature; Memory, Community and Identity in Contemporary Latin American Literature, Latin American Short Story, Latin American Essay. Prerequisite: SPAN 375 or instructor's permission.

SPAN 410, 420, 430. Independent Studies (X:X:X)

Independent study courses in Spanish studies are individualized study courses under the supervision of a Spanish faculty member. The topic chosen by the student, and approved by the faculty member and department chair must be sufficiently delimited to permit oral and written reports at the expected proficiency of 400 level. Consult the Spanish instructor for details. Prerequisite: SPAN 376 or above.

SPAN 419, 429, 439. Internships (X:X:X)

Designed to provide Spanish majors and minors experience using their Spanish in a work environment. See department chair for further information. Prerequisite: SPAN 375, 376 or instructor's permission.

SPAN 434. Latin American Literature from its origins to the present. (3:3:0)

This course studies the literary work by early explorers/chroniclers, Colonial, Independence, modern and Contemporary authors of Latin America. Prerequisite: SPAN 375, 376 or instructor's permission.

SPAN 473. The Novel of the Mexican Revolution (3:3:0)

A course devoted to the study of the novel of the Mexican Revolution, including masterpieces by Mariano Azuela, Agustín Yañez, Juan Rulfo and Martín Luis Guzmán among others. Prerequisite: SPAN 375, 376 or instructor's permission.

SPAN 475. Research Seminar (3:3:0)

A research course for advanced students (open to juniors and seniors) involving intensive reading and writing on selected topics from literature, linguistics or cultural aspects of the Spanish-speaking world, including the Spanish-speaking communities of the United States. This is a required capstone research course for Spanish majors. Prerequisite: any two courses from the following: SPAN 377, 378, 434, 473, 477 or ENGL 377.

SPAN 477. Women Writers of Latin America (3:3:0)

This course is a survey of the lives and literature written by women of Latin America from its origins through the 21st century. Prerequisite: SPAN 375, 376 or instructor's permission.

STATISTICS

For more information on a major in mathematics, see the "Mathematics" portion of the catalog.

Minor in Statistics: 18-19 hours including two courses from MATH 136 or higher; STAT 374; STAT 375; two additional courses where statistics is used significantly (as approved by the math department).

STATISTICS

STAT 374. Statistics (3:3:0)

Topics will include organization and presentation of data, correlation and linear regression, an introduction to probability and probability distributions such as binomial and normal distributions, sampling distributions, hypothesis testing and estimation involving one and two populations. Statistical software such as Minitab will be used as a tool in this course. (Counts as a course toward a minor in MATH, but does not count as upper-division MATH course.) Prerequisite: MATH 130 or 133.

STAT 375. Applied Statistics (3:3:0)

Two population estimation and hypothesis testing, multinomial experiments and contingency tables, analysis of variance, multivariable and nonlinear regression, inferences about the correlation coefficient and slope of the regression line probability distributions such as Poisson's, Uniform, Exponential and Gamma distributions and Nonparametric Statistics. Real data and statistical packages such as Minitab will be used extensively in this course. (Counts as a course toward a minor in MATH, as an upper-division MATH course.) Prerequisite: STAT 374.

THEOLOGY

The department of theology, philosophy and classical languages, through the discipline of theology, seeks to strengthen and illumine programs in general education for all students, to provide major concentrations of study in theology, to provide academic background for those preparing for professional ministry in the church, to provide support and stimulus for the Christian and academic communities of the university and to serve the broader community.

Acknowledging the various perspectives of faith within our own community and beyond, the department provides for the community a well-articulated expression of the Lutheran Christian tradition. This tradition, initiated nearly 500 years ago in a university setting, celebrates the liberating power of the Christian gospel of the grace of God, applied freely to all of life.

In support of the general education goals of Texas Lutheran University, the theological faculty works with other disciplines and with the Campus Ministry Program to assist students in developing and enhancing their understanding in the following areas:

- A. Scriptural studies: Critical analysis of biblical texts in their own settings, the processes of their development, their genres, purposes and content, with primary emphasis on the biblical texts of Christians and secondary emphasis on the texts of persons in other religions.
- B. Historical theology: Discovery of connections with the wider church across time and throughout the globe and of the various cultural manifestations of the church through the study of Christian history and the use of empathetic imagination and experience.
- C. Systematic theology: Reflective, critical and coherent communication of faith out of engagement with Scriptures, Christian traditions, contemporary life and ethical concerns.

- D. Christian ethics: The relationship between Christian belief and action by understanding the ways in which the bible, theology, tradition and reason inform moral judgments about the goals we ought to seek, the duties that govern and limit the means we take to those goals and the traits of character we regard as virtuous.
- E. Practical theology: The development of skills that enhance the application of the Christian tradition in all areas of life, with emphasis on worship, study, service and sharing, most fully in youth and family ministry.

Major in Theology (pre-seminary concentration): 30 semester hours, including THEO 133, 331, 332, 333, 433 or 437, 434; and 6 hours from 238, 335, 336, 337, or 431; and 6 additional hours in theology.

Supporting courses for pre-seminary concentration: 18 semester hours, including successful completion of intermediate level in Greek and 6 hours in philosophy.

Major in Theology (youth ministry concentration): 36 semester hours, including THEO 133, 234, 238, 331, 332, 333, 336, 370, 434, 439A, 439B and 3 hours from THEO 235, 372, 374, 431 or 437.

Supporting courses for youth ministry concentration: 18 hours, including COMM 374, SOCI 232, PSYC 236 and an additional 9 hours from the following: EDUC 332, COMM 273, GREK 131, 132, MUSI 333, PHIL 132, PSYC 234, SOCI 130, 331, 373; or a declared minor chosen in consultation with the faculty advisor.

Major in Theology (liberal arts): 30 hours, including THEO 133; 332 or 333; 335, 336, or 337; 374 or 437; 331; 238, 334 or 373; 434; and 9 additional hours in theology.

Supporting courses for liberal arts concentration: 12 hours, including 6 hours chosen from PHIL 233, 335, 336 and 338; and 6 hours in a modern or classical language.

Minor in Theology: 18 semester hours in theology, including 6 hours upper-division.

CHURCH-RELATED OCCUPATIONS

The ecumenical theologies of the 20th century have recovered for our day the apostolic and reformation understanding of Christian vocation; the whole people of God are called to participate in a common life of worship, testimony and service for the world. Within this context a wide variety of church-related occupations have developed.

Pastors serve as ministers of Word and Sacrament primarily in congregations, but also in specialized settings such as university and seminary campuses, the military, hospitals, prisons and synod and church-wide offices. Other rostered leaders, including ELCA deaconesses, diaconal ministers and associates in ministry, carry out ministries of Word and Service. Students interested in a professional career in the church are encouraged to plan their academic programs in consultation with their advisors. Students wishing to serve as ministers of

Word and Sacrament will be well prepared for seminary with a major in theology (pre-seminary concentration). Those wishing to serve the church in ministries of Word and Service are encouraged to earn a major in their field of service (education, music, business, psychology, etc.) and a minor or a major in theology. The requirements for the minor or the major in theology may be tailored to meet the educational requirements for the Associate in Ministry certification in the ELCA. Those who wish to earn a major in theology because of their interest in the subject as a venue through which to study and examine all aspects of life, but do not feel called to serve as ministers of Word and Sacrament, ministers of Word and Service, as youth ministers, etc. should complete the major in theology (liberal arts concentration).

THEOLOGY

THEO 133. Introduction to Theology (3:3:0)

An examination of basic affirmations of the Christian faith. Attention is given to the origin and development of key theological concepts. Emphasis is placed upon the contemporary significance of theological reflection. Offered every fall and spring.

THEO 231. Moral Problems in Theological Perspective (3:3:0)

A survey of contemporary moral problems viewed from theological perspective. Students will learn how theological commitments shape moral judgments and an understanding of the moral life. Topics covered will be selected from the following: human sexuality, just war theory, theories of justice and human rights, the death penalty, medical ethics, business ethics, the nature and meaning of work. Prerequisite: THEO 133.

THEO 234. Foundations of Youth Ministry (3:3:X)

A general introduction to congregation-based youth ministry through an examination of the theology/philosophy of youth ministry, adolescent development, social trends and characteristics of the adolescent culture, an overview of "Asset Building" in youth, appropriate roles and recruiting/training techniques for adult sponsors and holistic youth ministry program development. Prerequisite: 3 hours of theology.

THEO 235. Faith Active in the World (3:3:0)

This course is designed for non-majors and addresses current issues in the interface between Christian faith and contemporary culture. The focus topic will vary, but it will address issues basic to the mission of Texas Lutheran University, such as living lives of faithfulness, faith and reason, faith and popular culture, faith and literature and Christian faith and other faiths. Prerequisite: THEO 133.

THEO 238. Religion in the United States (3:3:0)

A survey of religious traditions, attitudes and practices in the United States. Students experience worship with major religious groups and explore the historical roots and beliefs of those groups. Broad themes, such as religious freedom, civil religion, humanism and fundamentalism are also addressed, using current events and students' own experiences as resources in addition to the textbook and other assigned readings. Prerequisite: THEO 133.

THEO 322. Youth Gathering and Service-Learning Event Planning (2:X:X)

A study of the global denominational histories, principles, applications, structural organization, methodologies, theologies and biblical foundations involved in the planning and implementation of judicatory youth gatherings and congregation

based service-learning opportunities. Includes 25 hours of practical field experience. Prerequisite: 6 hours in theology.

THEO 331. Christian Ethics (3:3:0)

An introduction to Christian ethics as a distinct discipline within theology. Special attention is given to the relationship between fundamental theological commitments and ethical judgement. Topics will be selected from the following: love (agape) as a basis for Christian ethics, the place of natural law reasoning in Christian ethics, the relationship between the doctrine of justification and virtue ethics, the relationship between Christology and social ethics and problems of ecumenism. Prerequisite: THEO 133.

THEO 332. Old Testament Studies (3:3:0)

A general introduction to the Old Testament with special emphasis upon the historical setting, the literary forms and the major theological concerns of the literature as a whole. Prerequisite: THEO 133

THEO 333. New Testament Studies (3:3:0)

A general introduction to the New Testament with special emphasis upon the historical setting, the literary forms and the major theological concerns of the literature as a whole. Prerequisite: THEO 133.

THEO 334. History of Religions (3:3:0)

An examination of the sacred as an element in the structure of consciousness in some representative cultures of the past and present, along with a study of the origins, development, doctrines and practices of some of the most significant world religions, such as Hinduism, Buddhism, Judaism, Christianity and Islam. Prerequisite: THEO 133.

THEO 335. Ancient and Medieval Christian History (3:3:0)

A survey of the history of Christianity, with particular emphasis on the theological development of the Church from the apostolic period to the eve of the 16th century Reformation. Prerequisite: THEO 133.

THEO 336. Reformation and Modern Christian History (3:3:0)

A history of Christianity, in both its old and New World manifestations, from the Reformation to the present. Prerequisite: THEO 133.

THEO 337. Life and Writings of Martin Luther (3:3:0)

A study of the life, thought and work of Martin Luther. Reading and discussion of Luther's most influential writings. Prerequisite: THEO 133.

THEO 370. Applications and Methodologies of Youth Ministry (3:3:X)

A practical examination of methodological understandings, effective ministry among middle school youth, verbal and nonverbal communication skills, youth ministry and "the law," active listening skills, personal leadership styles, leadership development within youth, job interview skills and contract negotiations and print and media resource assessment and acquisition. Prerequisite: THEO 234.

THEO 372. Interpreting the Bible: The Bible in Contemporary Contexts (3:3:0)

An examination of ways in which the Bible has been interpreted throughout history, as well as a creative exploration of new possibilities for interpreting the Bible in the social, cultural and political contexts of today. Prerequisite: THEO 133.

THEO 373. Judaism (3:3:0)

A study of historical, cultural and theological developments within Judaism, with special

emphasis on 20th century experiences of anti-Semitism, the Holocaust, the nation Israel, religious pluralism and Jewish-Christian dialogue. Prerequisite: THEO 133.

THEO 374. Hispanic/Latino Theologies (3:3:0)

This course provides an introduction to theologies that are being developed by Hispanic theologians in the United States. Authors from a variety of Christian theological perspectives will be read as they address issues of historical and contemporary context, theology, biblical interpretation and ministry. Prerequisite: THEO 133.

THEO 379. Special Topic (3:3:0)

May be repeated for credit when the topics are changed. Offered on demand and subject to availability of staff. Prerequisite: THEO 133.

THEO 410, 420, 430. Independent Study (X:X:X)

Designed for students wishing to pursue a special research topic in theology under departmental supervision. Subject to approval of instructor and department chairperson.

THEO 419, 429, 439. Internship in Religious Education, Social Ministry, Field Work (X:X:X)

An individually designed practical experience course in the methods and problems of professional staff workers in the church. The course will usually be conducted as a laboratory course and will be primarily in-service training. The number of credit hours will be determined by the range and scope of the project, but could vary from one credit for a small project to three credits per semester for an internship. This course can be taken only after consultation with the chair of the department and submission of an acceptable project proposal. May be repeated for credit, up to a total of 6 semester hours.

THEO 431. Confessing the Faith: Then and Now (3:3:0)

An historical and theological study of the three Ecumenical Creeds and the Lutheran Confessions, with a view to understanding them in their originating contexts and in today's world. Prerequisite: six hours of theology.

THEO 433. New Testament Theologies (3:3:0)

An investigation of the message of the New Testament in the light of contemporary scholarship. Special attention is given to the Christological significance of the kerygma. Prerequisite: THEO 333.

THEO 434. Senior Seminar (3:X:0)

The capstone course to help theology majors integrate and explore the vocational implications of what they have learned in theology through a course structured around the sub-disciplines of scriptural studies, historical theology, systematic theology, Christian ethics and practical theology. The class will culminate in a documented paper and presentation. Required of all seniors who plan to graduate with a major in theology.

THEO 437. Contemporary Theologies (3:3:0)

An introduction to current religious thought through a study of the nature of the theological task today, representative theologies, theologians and their historical roots. Since this course reflects current theological issues, specific content may vary from year to year. Prerequisite: 6 hours of theology.

THEO 439A, 439B. Internship in Youth Ministry (3:X:X)

Full-time internship with stipend and with an experienced supervisor in a congregation, a church-affiliated camp, a judicatory office or a specialized youth ministry program. Will include reading assignments, a student journal, an 8-12 page evaluation of the learning experience by the student and an evaluation by the supervisor. Prerequisite: THEO 234, 370 and consent of instructor.

WOMEN'S STUDIES

The Women's Studies minor is designed to introduce students to the study of gender as a social construct. The minor provides an opportunity for focusing study in many disciplines around the general topic of women's and/or gender issues. Students who choose this minor will address these topics through their particular fields of interest.

Minor in Women's Studies: 18 hours including WOST 131; nine hours selected from COMM 377, HIST 272, POLS/PHIL 335, and SOCI 373; 6 hours selected from courses cross-listed with Women's Studies, WOST 430 or WOST 439.

WOMEN'S STUDIES

WOST 131. Introduction to Women's Studies (3:3:0)

Drawing from many disciplines (literature, psychology and history, among others), this course provides an introduction to the forces that shape contemporary women's lives. It is designed to question "common sense" notions of gender and look at how our ideas about what it means to be a woman are shaped by race, class, popular culture and public policy. Cross-listed with SOCI 131.

WOST 410, 420, 430. Independent Study (X:X:X)

Designed for students wishing to pursue a special research topic in women's studies. Subject to approval of instructor and program chairperson.

WOST 419, 429, 439. Internship in Women's Studies (X:X:X)

Opportunity to work in an appropriate setting under close supervision. Subject to approval of instructor and program chairperson.

NOTES

III. Academic Requirements

While the academic program at Texas Lutheran University is designed to provide students with a well-rounded education in the liberal arts and sciences, it simultaneously creates an atmosphere for realistic application in today's fast paced world and competitive society. Thus whether a student desires direct employment after graduation or plans to attend graduate school, the academic foundation at Texas Lutheran University serves to strengthen those personal goals. Diverse student interests are provided for through the various programs outlined below.

Arts and Sciences Program

The diversity found in this program provides broad range and depth for any prospective student. In this program students choose a major from among 26 academic areas, any one of which will assist the student in developing personal goals on the undergraduate level and provide a foundation for plans leading to graduation and beyond.

Teacher Education Program

Texas Lutheran University students may also pursue an academic program that prepares them to be certified to teach in Texas public schools on the elementary, middle school or secondary level. Students in this program study in an academic area of their choice and participate in an extensive student teaching program during their senior year.

Professional and Pre-Professional Programs

Another large group of Texas Lutheran University students pursues professional studies programs, such as business administration. The university also has strong two or four-year pre-professional programs of study (programs designed to prepare a student for additional work in a specialized professional school). These pre-professional programs include medicine, dentistry, law, pharmacy, nursing, veterinary medicine, occupational therapy, physical therapy and the ministry. Please contact the TLU Health Professions Advisory Committee if you desire information about health-related pre-professional programs not listed in the TLU catalog.

Graduate Accounting Program

New to TLU in fall 2012, the Master of Accountancy program is a five-year program that prepares students to pass the CPA exam and work as professional accountants.

GRADUATION REQUIREMENTS

At Texas Lutheran University students may receive one of four undergraduate degrees: the bachelor of arts (B.A.), the bachelor of music (B.M.), the bachelor of science (B.S.), and the bachelor of business administration (B.B.A.). Students may also pursue a Master of Accountancy (MAcy) degree.

GENERAL REQUIREMENTS

All Bachelor's Degrees:

A. Coursework in 7 areas is required. These 7 areas and their approximate credit hour amounts are:

- | | |
|---------------------------------------|-----------------------|
| 1. Foundations of Liberal Education | 21 semester hours |
| 2. Core Competencies | 0-27 semester hours |
| 3. Distributions of Liberal Education | 30 semester hours |
| 4. Activity Modules | 4 Modules |
| 5. The Major | 24-60* semester hours |
| 6. Supporting Courses | 0-42* semester hours |
| 7. Electives | 0-25 semester hours |

*See specific requirements for each degree in this section.

- B. A minimum of 124 semester hours is required for graduation from Texas Lutheran University.
- C. A minimum of 30 semester hours must be upper-division (junior or senior level) coursework.
- D. A student must pass all courses and earn a minimum grade point average of 2.0 (on a 4.0 scale) for all courses that are to count toward the fulfillment of the major area requirement. Twelve of these semester hours must be upper-division, at least 9 of which must be earned at Texas Lutheran University.
- E. A minimum of 33 semester hours of work must be earned through Texas Lutheran University including the final 24 hours. Graduating seniors may, however, complete any remaining semester hours at a regionally accredited college or university on the following conditions:
 - 1. They must have been in residence at Texas Lutheran University for a period of two semesters.
 - 2. They must apply for and receive approval for the work in advance from the appropriate department chair of the student's major. All work attempted at other institutions must be reported to Texas Lutheran University with official transcripts in time to meet deadlines for graduation certification.
- F. A minimum grade point average of "C" (2.0) must be earned for all courses taken at Texas Lutheran University.

G. A maximum of four semester hours in band, choir and/or dramatic media ensemble may be applied to graduation. A maximum of 4 semester hours in kinesiology activity courses may be applied to graduation. Additional credits earned would be in excess and not creditable toward degree requirements.

H. Catalog Selection: A student may obtain a degree from Texas Lutheran University according to the requirements of the catalog current at the time of his/her entrance to the university or the requirements of the catalog governing any subsequent year in which the student is registered. Generally, requirements must be met within six years of the catalog issue date.

Bachelor of Arts

The specific requirements of individual majors leading to the Bachelor of Arts degree vary widely. As a rule, however, majors leading to the B.A. degree fit the following parameters:

- Students must complete between 24 and 54 semester hours in coursework within the major.
- Students must complete between six and 42 semester hours in supporting courses.
- Students must meet all general requirements for graduation.

Bachelor of Science

The Bachelor of Science degree may be earned only by those students who choose athletic training, biochemistry, biology, chemistry, computer science, education, information systems, kinesiology, mathematics, nursing, physics or psychology as their area of major study. Majors leading to the B.S. degree must meet the following semester hour requirements in successful coursework:

- Students must complete between 34 and 45 semester hours in coursework within the major.
- Students must complete between 24 and 30 semester hours in supporting courses.
- Students must meet all general requirements for graduation.

Bachelor of Music

Majors leading to the Bachelor of Music degree must meet the following semester hour requirements in successful coursework:

- Students must complete 60 semester hours in coursework within the major.
- No additional supporting courses are required.
- Students must meet all general requirements for graduation.

Bachelor of Business Administration

The Bachelor of Business Administration degree may be earned only by students majoring in business administration with a specialization in one of six areas. To qualify for the B.B.A. degree:

- Students must complete between 48 and 57 hours in coursework within the major.
- Students must complete between 24 and 27 hours in supporting courses.
- Students must meet all general requirements for graduation.

Graduate Degrees

TLU offers a five-year program of study in accounting culminating in concurrent bachelor's and master's degrees. Students enrolled in this program must complete all required coursework for both degrees. Graduate degrees will not be awarded without the successful completion of the undergraduate portion of the program.

The Masters of Accountancy requirements follow:

- Students must complete 24 graduate semester hours in graduate accounting coursework.
- Students must complete 6 semester hours in graduate accounting, business or economics coursework.
- Students must achieve a cumulative GPA of 3.0 or better in all graduate coursework.
- Students must meet all general requirements for graduation.

IT IS THE RESPONSIBILITY OF THE STUDENT TO FULFILL ALL DEGREE REQUIREMENTS

GENERAL COURSE REQUIREMENTS

Foundations of Liberal Education (21 semester hours)

Certain capabilities and skills are essential for success in college as well as in life. These topics address students' abilities to communicate and to care for their physical, mental and spiritual health. Students should be exposed to these foundational competencies very early in their college career.

- | | |
|---------------------------------|--|
| • Basic Quantitative Literacy: | MATH 130 or higher |
| • Critical Reading: | FREX134* |
| • Engaging Faith Traditions: | THEO133 |
| • Modern Language: | Any modern language at the 131 level or higher** |
| • Self-Awareness & Development: | PRWB130 |
| • Written Communication: | COMP131 & COMP132 |

* Transfer students who have graduated from high school for at least one year and have 24 hours or more of transferrable credit are exempt from taking FREX134.

** This requirement is met with 3 credit hours of language study at TLU in Spanish, French, Greek, Hebrew or other languages offered through our language consortium (e.g. German, Chinese). Students may also transfer foreign language credit from another institution or take a CLEP exam to complete the requirement. This requirement can also be met by one semester of study abroad.

Core Competencies (0-27 hours)

Through completion of the foundation and distribution courses listed above and through selected courses in their majors, students will be developing important competencies. Course offerings designed to meet each competency will be identified in the schedule of classes with a competency code attached to the course number. Throughout their course of study, students will be required to take the following competencies:

- Critical Thinking (T): 3 Courses
- Effective Communication (C): 2 Courses
- Engaged Citizenship (Z): 3 Courses
- Ethics (E): 1 Course

Competencies are identified in the fourth component of the course number. For example, VART-136-01-C is an Art Appreciation course that can be applied as one of the three courses required for the Effective Communication competency. Some courses will not have a competency. For example, GEOG-331-01 is a Geography course that does not satisfy a competency requirement.

Distributions of Liberal Education (30 semester hours)

Throughout their lives, TLU graduates will have to embrace lifelong learning as they ask, analyze, and answer extremely difficult, ill-defined questions. The solutions will not be found in books or on the internet, but rather must be approached creatively from a variety of perspectives. TLU's distribution classes teach the breadth of perspectives necessary to successfully address these challenging problems, are an important vehicle for teaching core competencies and provide students the foundation for lifelong learning.

- **Arts**
6 hours from the following: ARTS130, DRAM, MUSI, VART
- **Humanities**
6 hours from the following: HUMA130, ENGL, GEOG, HIST, MAST, PHIL, WOST. No more than 3 hours can be taken in any one discipline.
- **Natural Sciences & Math**
6 hours from the following: NSCI 140, BIOL, CHEM, ENV5, MATH, PHYS, STAT. At least one natural science course must have a lab. No more than 4 hours can be taken in any one discipline.

- **Professional Applications**
3 hours from the following: BUSI, COMM, CSCI, EDUC, ENGR, ISYS, KINS
- **Cultural Perspective & Religion**
3 hours from the following: THEO or FREN, GREK, HEBR, SPAN, or other modern foreign languages offered through our language consortium
- **Social Sciences**
6 hours from the following: SSC1130, CRCJ, ECON, POLS, PSYC, SOCI
No more than 3 hours can be taken in any one discipline

Activity modules

Activity modules stretch the educational experience beyond traditional academic boundaries by providing students structured learning experiences outside of the classroom that help them advance toward achievement of the competencies. Module requirements are:

- Four modules are required for graduation.
- All incoming freshmen take the freshmen experience module during their first semester of enrollment with the remaining three modules determined by the student
- Preferably, the majority of modules are completed by the end of sophomore year
- For every 15 hours transferred in, one less module would be needed (hours earned from an institution of higher education, not AP, IB or Dual Credit hours)
- Modules are offered during the fall and spring semesters and registration runs concurrently with class registration
- Modules run a maximum of 12 weeks and are assessed as Credit/No Credit

The Major (24-60 semester hours)

Work done in a major area permits a student to inquire in depth into a subject and to acquire relative mastery of one specific area of knowledge. Majors are available in the following areas:

| | | |
|--------------------------------|--------------------|------------------------|
| Accounting (graduate) | Applied Physics | Art |
| Athletic Training | Biochemistry | Biology* |
| Business Administration* | Chemistry | Communication Studies* |
| Computer Science | Dramatic Media | Economics |
| Education (Multidisciplinary)* | English Studies* | History* |
| Information Systems | Kinesiology* | Mathematics* |
| Music* | Nursing | Philosophy |
| Physics | Political Science* | Psychology |
| Social Entrepreneurship* | Sociology* | Spanish |
| Theology* | | |

*Several concentrations/specializations available. More information regarding concentrations and required coursework for each major is listed under the various program listings in the "Courses of Study" section of this catalog.

Supporting Courses for the Major (0-42 semester hours)

Supporting courses are designed to supplement the work in the major area. Some majors assign specific supporting courses; but in most cases general areas of study are outlined, and the specific courses are selected by the student in consultation with the academic advisor. The supporting work for each major is described under the various departments' listings in the "Courses of Study" section of this catalog.

The Minor (18-23 semester hours)

As an optional part of the curriculum, the university offers academic minors, which may be interdisciplinary or based in one department. The general requirements include a minimum of 18 semester hours to be completed with at least a "C" (2.0 grade point average). At least 12 of the hours need to be taken at TLU. Additionally, the student will present a minimum of 6 semester hours upper-division taken in residence. A student pursuing a secondary education course of study may earn a minor in his/her second teaching field provided he/she meets all requirements listed above. Minors are available in the following subjects:

| | | |
|--------------------------|-------------------------|---------------------------------|
| African American Studies | Art | Biology |
| Business Administration | Business of the Arts | Business Methods for Historians |
| Business of Science | Chemistry | Communication Studies |
| Computer Science | Criminal Justice | Dramatic Media |
| Economics | English Studies | Environmental Science |
| Environmental Studies | French Studies | Geography |
| Greek | Hebrew | History |
| Information Systems | International Studies | Mathematics |
| Mexican Amer Studies | Music | Philosophy |
| Physics | Political Science | Psychology |
| Public Relations | Social Entrepreneurship | Sociology |
| Spanish | Statistics | Theology |
| Women's Studies | | |

The required coursework for each minor is listed under the various program listings in the "Courses of Study" section of this catalog.

Additional Requirements

All students must take a senior capstone course as a seminar or practicum course (2 or more credit hours) in their major or a related major discipline. This course will reveal the student's achievement in the discipline.

IT IS THE RESPONSIBILITY OF THE STUDENT TO FULFILL ALL DEGREE REQUIREMENTS.

SECOND BACCALAUREATE DEGREE REQUIREMENTS

Students who already hold a bachelor's degree from a regionally accredited institution and who wish to pursue a second baccalaureate degree at TLU, must complete a minimum of 33 semester hours of new coursework in residence at TLU. The 33 hours must include:

- Twelve hours of upper-division work of which 9 hours must be upper-division coursework in the appropriate major.
- The student must also complete all major and supporting coursework for the second bachelor's degree.

Students wishing to pursue two different baccalaureate degrees concurrently, e.g. Bachelor of Arts and Bachelor of Science, at TLU must earn a minimum of 145 hours of course work including all major and supporting coursework required for both degrees. A minimum of 66 hours must be earned through Texas Lutheran University, including the final 24.

Students wishing to earn two majors within the same baccalaureate degree, for example a Bachelor of Arts with majors in Communication Studies and English, must earn a minimum of 124 hours and complete all major and supporting coursework required for both majors. If a student meets the requirements for two majors and also earns 145 or more hours, two degrees will be awarded.

GRADUATION WITH HONORS

To be recognized as an honor graduate, the student must achieve the cumulative grade point averages listed below. In addition, beginning in the 2013-2014 academic year, students who have entered the disciplinary system and have been found responsible while classified as a junior or senior for violating the academic honesty and plagiarism policy as found in the code of conduct section of the TLU Student Handbook will not be allowed to graduate with honors.

| <u>Honor Categories</u> | <u>Cumulative Grade Point Average</u> |
|-------------------------|---------------------------------------|
| Cum Laude | 3.50 - 3.74 |
| Magna Cum Laude | 3.75 - 3.89 |
| Summa Cum Laude | 3.90 - 4.00 |

Graduation with honors is determined by the cumulative grade point average of at least 45 hours of coursework at Texas Lutheran University, (students with less than 45 hours in residence at Texas Lutheran University are not eligible for graduation with honors). Procedures for graduation, including the application process, are listed in the "Academic Procedures" section of this catalog.

IV. Academic Procedures

The following procedures and policies ensure that the student receives the best possible education. The Vice President of Academic Affairs (VPAA) is the official representative of Texas Lutheran University in matters pertaining to the scholastic life of the student body. Regulations made by the VPAA in addition to, in abrogation of, or in the interpretation of the following procedures and policies have the same force as the policies themselves. In case of discrepancy between the TLU catalog and other publications or academic information provided by any staff or faculty member other than the VPAA, the catalog takes precedence.

REGISTRATION PROCEDURES

Completion of registration is regarded as a student pledge to comply with university regulations. An officially registered student is one who has obtained the necessary approvals, registered for courses, and has settled all charges with the Business Office. All students are expected to register on the days specified in the academic calendar. Although students may register for a short period after the semester begins, registration is encouraged at the regularly scheduled time. Late registrants are subject to an additional fee. No student will be allowed to register after the first week of classes. The registration process includes the following steps:

ACADEMIC ADVISING

Each student is assigned a faculty academic advisor prior to registration. The FREX 134 instructor serves as the advisor for first year students for the fall semester. Otherwise, students are advised by a full-time professor in the student's major area of interest. Undecided students are assigned to a faculty advisor who will work with the students to explore possible majors and career options. Although full responsibility lies with the student, faculty advisors will assist in the structuring of a satisfactory degree plan and semester course schedules, and advisors are available for general guidance and academic counseling. Students are encouraged to arrange a regular schedule of meetings with their advisors throughout the semester. Students who change their major or who find an advisor who better suits their needs can change their advisor by visiting the Dean of Students Office suite in the Alumni Student Center.

REGISTRATION

For students currently enrolled, registration for the next term takes place during the period specified in the registration instructions. Freshmen and transfer

students may register in the summer at a Bulldog Basics session scheduled by the Office of Admissions.

CONFIRMATION OF REGISTRATION

Registered students must confirm their registration at the beginning of each semester and must complete financial arrangements. Students who do not confirm their registration on the designated day will have their schedules deleted.

SCHEDULE CHANGES

A student may add a course with the approval of the advisor only during the schedule change period as published in the academic calendar. A student may drop a course during this period without the course appearing on the student's record.

A student may withdraw from a course during the first ten weeks of a semester or during the first week of a summer session. Courses can be withdrawn only with the approval of the advisor and the instructor. The schedule change becomes effective on the day that the approved schedule change form is filed with the Office of Registration and Records. The student is given a grade of "W" for each withdrawn course.

WITHDRAWAL FROM THE UNIVERSITY

A student who finds it necessary to withdraw entirely from Texas Lutheran University must file a completed withdrawal form with the Office of Registration and Records. The procedure requires the student to meet with his or her academic advisor as well as various administrative offices. Any student withdrawing without following the appropriate procedure is subject to a grade of "F" in each course. A student who withdraws from Texas Lutheran University according to the correct withdrawal procedure after the tenth week of the semester or after the first week of the summer session shall receive course grades of "WP" (withdrew passing) or "WF" (withdrew failing), as determined by the instructor.

READMISSION TO THE UNIVERSITY

Readmission for students who withdraw from Texas Lutheran University is not automatic. The procedure for seeking readmission depends on the student's academic status at the time of withdrawal.

A student who was in good academic standing when he/she withdrew from the university must file an application for reinstatement at least one week prior to the beginning of the term. Applications are available in the Office of Registration and Records or online.

A student who was on academic probation when he/she withdrew from the university must submit an application for readmission to the Admissions, Advising and Academic Standards (AAA) Committee through the Office of Registration and Records at least two weeks prior to the beginning of the term. The AAA

Committee will review the application, the previous work at Texas Lutheran University, activities since leaving the university and prospects for the successful completion of a program. The committee then decides whether the student will be readmitted.

A student who was suspended for academic reasons is eligible to apply for readmission after the designated suspension period. The student must submit an application for readmission to the AAA Committee through the Office of Registration and Records at least two weeks prior to the beginning of the term. The committee will decide whether the student will be readmitted based upon the application, the previous work at Texas Lutheran University, activities since the suspension and prospects for the successful completion of a program of study. When a student is readmitted to TLU after having been suspended, he/she is admitted on academic probation. The student must in the first semester back at TLU, raise his/her cumulative GPA or again be suspended and/or dismissed.

Graduate students who are dismissed from the program may reapply under the current catalog. Readmission is not guaranteed and is considered on a case-by-case basis by the MACy admission committee.

CLASSIFICATION OF STUDENTS

REGULAR STUDENTS

Regular students are those who have met all admissions requirements and are degree-seeking. Regular students may be full-time or part-time (registered for fewer than 12 semester hours credit). Regular students are classified according to the number of semester hours of college credit earned (this number does not include the hours in which the student is currently enrolled).

| | |
|-----------|-------------|
| Freshman | 0-26 hours |
| Sophomore | 27-59 hours |
| Junior | 60-89 hours |
| Senior | 90+ hours |

SPECIAL STUDENTS

Special students are those who either have not fulfilled all admission requirements or are not degree-seeking. Special students are not eligible for financial aid or for on-campus housing. Special students may attempt a maximum of 12 semester hours as a special student. After attempting 12 hours, the student must apply for regular admission and must meet all regular admission requirements. Special students must furnish all official transcripts. A student who has been denied admission to TLU as a degree-seeking undergraduate student may not be admitted as a special student.

DUAL PARTICIPATION STUDENTS

High achieving high school seniors from local high schools are offered the opportunity to enroll in selected college-level courses to earn college credit. Questions about this program should be directed to the high school's counselor or the Office of Registration & Records at Texas Lutheran University.

CLASS ATTENDANCE & BEHAVIOR

DROP/FAIL GRADES

Students are expected to attend all regularly scheduled classes, laboratories, studios, rehearsals, etc. for which they are registered. During the first week of class, each instructor will provide a written syllabus containing a statement of the instructor's policies concerning student attendance, including penalties for nonattendance. Students are responsible for being familiar with the attendance policy for each course in which they are enrolled. In the event of excessive student absence from a course, the student's grade may be lowered or the instructor may drop the student from the course with a failing grade (DF). A written notice of the instructor's intent to drop a student failing from a class will be sent to the student and the student's academic advisor five days prior to the instructor drop-failing the student. If this notice is received prior to the last day to drop a class, the student has the opportunity to withdraw from the course before the DF takes effect. A "W" grade will be reflected on the transcript if the student takes such action. If the number of absences that trigger the DF are accumulated after the "last day to drop a course," the grade of DF will be entered immediately.

ATHLETIC AND PERFORMANCE RELATED ABSENCES

Students who are absent from classes because they officially represent the University in such sponsored activities as intercollegiate athletics, performance tours and events and other university-sponsored activities (including Krost Symposium and student participation in regional/national seminars) will be excused from classes under the following conditions:

- A student's absence from class does not excuse the student from any work missed during the absence. Students may not be penalized for such absences. The student and instructor will devise an appropriate substitute for missed work, classes, and examinations.
- The responsibility to make up work lies solely with the student who must discuss the missed assignments with the instructor as far in advance as possible.
- The names of students who will miss class to represent the university will be sent to their instructors by their sponsor or coach as far in advance as possible of the class to be missed. This list should include departure time or reporting time and estimated return time.

- Every attempt will be made to schedule travel that will have the least conflict with students' class schedules. Athletic contests, other than mandatory playoff games and performance tours or events, will not be scheduled during final exams.

CLASS BEHAVIOR

Students are expected to behave in a manner that is conducive to the learning environment for each class. Individual faculty may have specific behavioral guidelines for classroom conduct on their syllabi. Disruptive behavior will result in the student being dropped from the course with a grade of "W." The faculty member must have the department chair sign (or approve) the withdrawal form and submit the form to the Office of Registration and Records. The student will be notified by the Office of Registration and Records that they have been dropped from the class and may no longer attend.

GRADES, GRADE REPORTS AND GRADE POINTS

MAXIMUM COURSE LOADS

The semester-hour credit system is used at Texas Lutheran University with a normal academic load of 15 hours each semester.

- For entering freshmen, with a predicted grade point average below 2.7, the maximum academic load is 16 semester hours.
- The maximum academic load is 18 semester hours. A student may, however, register for a greater load than 18 hours if the student achieved a 3.00 GPA in the previous semester.
- Education majors are limited to 12 semester hours during their student teaching semester.
- The maximum load for a 4-week summer session is 7 semester hours. The maximum load for a 2-week mini-term is 4 semester hours.

QUALITY POINTS

Quality of work or grade point average is based on the 4.0 point system (four grade points for each credit hour of "A" grade; three for each credit hour of "B" grade, etc.). The cumulative grade point average (GPA) is computed by dividing the total grade points by the total semester hours attempted or registered for at Texas Lutheran University. The GPA is based only on grades for work at TLU; it does not include credit hours or grade points for work transferred from other institutions. The following letters are used in the TLU grading system:

| | | Quality Points Used to determine GPA |
|----|---------------------------|---|
| A | Excellent | 4 |
| B | Good | 3 |
| C | Satisfactory | 2 |
| D | Passing | 1 |
| F | Failure | 0 |
| DF | Drop-failed by instructor | 0 |
| I | Incomplete | 0 |
| CR | Credit | 0 |
| NC | Non-credit | 0 |
| AU | Audit | 0 |
| W | Withdrew | 0 |
| WP | Withdrew passing | 0 |
| WF | Withdrew failing | 0 |

INCOMPLETE GRADES

A course grade of “I” must be changed by the instructor to a letter grade within 60 days. An incomplete grade contract must be signed by the student and the faculty member. An incomplete grade cannot be given without the completed contract signed by the department chair of the faculty member (the VPAA will sign if the faculty member is a department chair). The contract must include the following items:

- The requirements remaining to be completed (for example one final exam or one five-page paper, etc.)
- The grade for the course if the student does not complete the coursework.
- The time allowed to complete the coursework is determined by the faculty member (a maximum of 60 days is permitted).

WITHDRAWAL GRADES

Students who withdraw from the university by the tenth week of the semester will receive a grade of “W” (withdrew) for each course; those who withdraw from the university after the 10th week of the semester will receive a grade of WP (withdrew passing) or WF (withdrew failing) for each course. For GPA computation, WF is equal to an “F.”

Grades are issued from the Office of Registration and Records within five working days after the end of the semester. Grade reports are available online to students via MyTLU. Six-week grades are provided for information and guidance for freshmen and for students on academic probation. These grades are not recorded on the student’s permanent record and will also be available online.

REPEATING COURSES

A student may repeat a course at Texas Lutheran University. The official grade is the last one made and is the grade used to compute the student’s grade point average.

Credit for a course at another institution is acceptable in transfer; however, only the grade earned at Texas Lutheran University continues to be computed into the student's grade point average. Repeating work by correspondence is discouraged.

GRADE CHANGES

Grade changes must be submitted by the faculty member no later than the close of the long semester immediately following the term in which the incorrect or disputed grade was given. It is the responsibility of the student to contact the instructor if the student feels an error has been made. If the instructor finds an error has occurred, the instructor must submit the grade change with rationale to the Admissions, Advising and Academic Standards (AAA) Committee.

If the student and the instructor cannot come to agreement on the grade (i.e., if the instructor will not submit a grade change), the student may submit to the AAA Committee a written request for a review of the disputed grade. The student must prepare a written statement as to why he/she believes the grade to be incorrect. The faculty member will also prepare a written response. The AAA Committee will consider both submissions and make a decision.

Students not enrolled at Texas Lutheran University during the long semester immediately following the term for which the incorrect/disputed grade was received have one year in which to contact the faculty member and initiate a review of the grade. The faculty member must respond in writing to the student (with a copy to the AAA Committee) stating whether a grade change will or will not be submitted.

TRANSFER CREDIT

Credit from another regionally accredited institution is normally accepted at face value. Most core courses transferred from another regionally accredited institution will be accepted at TLU. The associated TLU competency will also be assigned. Transfer work from institutions in candidacy status with a regional accrediting body who are later granted accreditation will normally be accepted a face value. It is the responsibility of the student to obtain all needed documentation from the other institution. Credits presented from non-regionally accredited institutions are generally not acceptable. A minimum "C" grade in a course is required for acceptability in transfer to TLU.

A maximum of 68 semester hours may be transferred from a junior or community college. Once the student attains junior classification, further transfer work from a junior college may be limited to 6-8 semester hours.

FREX 134 and the accompanying Critical Reading competency are required of all students, except transfer students entering with 24 or more hours, no more than 12 of which may have been earned through dual participation.

Students who have earned graduate credit at other regionally accredited institutions may transfer graduate semester credit hours. Transfer credit is limited to 10 percent of the required credit hours for TLU's graduate program. Maximum transfer credit for the masters of accountancy is 6 graduate semester hours.

CORRESPONDENCE COURSE CREDIT

In special circumstances, work by correspondence may be considered for application to graduation requirements. The correspondence work must be from another regionally accredited institution. Prior approval of the correspondence course as applicable to the student's graduation requirements must be obtained from the student's academic advisor and the registrar.

CREDIT/NO CREDIT COURSEWORK

Students have the option in some courses to choose credit/no credit or regular "A-F" grades. Once the registration for the course is completed, the student may not change from credit/no credit to graded or vice versa.

AUDIT OF ACADEMIC COURSES

A student may audit (AU) a course with the approval of the instructor. The student will earn no credit and receive no grade and will not be required to complete assignments or take examinations. The student may not claim credit or challenge the course for credit at a later date. Adequate attendance for recording of AU on the student's permanent record must be verified by the instructor. There is a fee for auditing courses. A change from audit to credit or credit to audit must be made by the last day to add a class for that semester.

ACADEMIC STANDING (undergraduates)

A student admitted to Texas Lutheran University is assumed to have the ability, the preparation, and the motivation to make satisfactory progress toward a degree. Some students, however, do not make the progress expected of them. Students not achieving minimum standards of progress are notified, offered academic counseling and given the opportunity to improve their work. Should suitable progress not be shown, they will be dismissed.

Minimum standards of progress are expressed in terms of a cumulative grade point average. The regulations regarding academic deficiency are designed to provide adequate warning and information to students who fall below the 2.0 cumulative grade point average—the minimum required for graduation from Texas Lutheran University.

GOOD STANDING

To be in good academic standing, a freshman student must have a cumulative grade point average of 1.80 or higher. Upon attaining sophomore classification (27 hours), the student must have a cumulative grade point average of 2.0. Students who fall below these requirements are placed on academic probation.

ACADEMIC HONORS: DEAN'S LIST/PRESIDENT'S LIST

Dean's and President's Lists recognize full-time students (12 or more graded hours) who have successfully completed a full load of semester credits with the

requisite grade point average (3.5-3.99 for Dean's List; 4.0 for President's List). Students who receive incomplete grades do not qualify for such recognition in that semester.

ACADEMIC WARNING

A student whose semester GPA falls below 2.0, but whose cumulative GPA is at least 2.0, will receive an academic warning from the registrar. This letter serves to alert the student to possible difficulties in the future if a 2.0 GPA is not achieved. No entry is made on the student's permanent record.

ACADEMIC PROBATION

A student is placed on academic probation if the student has a cumulative grade point average below 2.0 (for sophomore, junior or senior students) or, for freshmen students (those with fewer than 27 semester hours earned) a cumulative grade point average below a 1.80. The cumulative GPA is based only on credit hours attempted at Texas Lutheran University.

Students placed on probation must, in the next semester (including the summer session, if enrolled) earn a cumulative GPA better than the previous cumulative GPA. Students must achieve good academic standing after two consecutive semesters on probation (excluding the summer, if enrolled) or they will be suspended.

A student is removed from academic probation when the cumulative GPA rises to a 2.0 (for sophomore, junior or senior students) or, for freshman students, rises to a 1.80.

When a student is readmitted to TLU after having been suspended, he/she is admitted on academic probation. The student must in the first semester back at TLU, raise his/her cumulative GPA or be again suspended and/or dismissed.

Students on academic probation are prohibited from participating in co-curricular activities (including intercollegiate athletics, fraternity/sorority activities and student government) and may lose some or all financial aid. Special consideration should be paid to the student's academic load while the student is on probation.

ACADEMIC SUSPENSION

A student on academic probation whose cumulative GPA does not improve is placed on academic suspension for one or more long semesters. Academic suspension also occurs if the student does not achieve good standing after two consecutive semesters or sessions (excluding the summer, if enrolled) on probation. The first suspension is for one long semester. A second suspension is for one year. These regulations also apply to any student who is admitted to Texas Lutheran University on academic probation.

Students on academic suspension from Texas Lutheran University generally are not eligible to present credits earned at another institution during the period of suspension for transfer credit upon their return to TLU.

For students using VA educational benefits, see the section on “Veterans Affairs” for additional satisfactory progress requirements.

ACADEMIC DISMISSAL

Students who receive a third academic suspension will be academically dismissed from the university. Students who receive an academic dismissal may not return to Texas Lutheran University.

APPEAL PROCEDURES

Students who are academically suspended from TLU may appeal their suspension to the Admissions, Advising and Academic Standards (AAA) Committee, whose decision is final. The appeal should detail the reasons for thinking the circumstances of the case warrant special consideration. The appeal must be filed no later than two weeks prior to registration for the following semester. The appeal will be reviewed by at least three members of the AAA Committee. If the appeal is denied, one semester must elapse before students suspended for the first time may apply for readmission; one year if the student has been previously suspended. A third suspension will constitute academic dismissal. Requests for readmission from students who left TLU on academic probation or who were suspended are also considered by the AAA Committee.

ACADEMIC STANDING (graduate students)

If a student is enrolled in the concurrent B.B.A. Accounting and MAcy graduate program, then academic standards under this section apply only to the graduate program. Provisions for undergraduate academic standing apply to all undergraduate work.

ACADEMIC PROBATION

An accounting graduate student is placed on academic probation from the graduate program if the student has a cumulative graduate grade point average below 3.0 or if the student has a grade of “D” or “F” in any graduate accounting class. The student will be removed from academic probation at the conclusion of the next term of study (probationary semester) if the student has achieved a cumulative graduate GPA of at least 3.0 without a “D” or “F” in any graduate class.

ACADEMIC DISMISSAL

A graduate accounting student on academic probation will be dismissed from the graduate program if the student fails to achieve a cumulative graduate GPA of at least 3.0 at the conclusion of the probationary semester.

APPEAL PROCEDURES

Students who are dismissed from TLU’s graduate accounting program may appeal the dismissal to the Master of Accountancy Admissions Committee, whose

decision is final. The written statement of appeal should detail the reasons why circumstances of the case warrant special consideration. If the appeal is denied, one semester must elapse before students may apply for readmission.

READMISSION

A student who withdrew from the graduate accounting program or who was dismissed from the program may reapply under the current catalog. Readmission is not guaranteed and is considered on a case-by-case basis by the MACy admissions committee.

PERMANENT RECORDS

TRANSCRIPTS

A permanent record of each student's credits, grades, and academic status is kept in the Office of Registration and Records. Access to this record is governed by the Family Educational Rights and Privacy Act of 1974, as amended. Transcripts of the official record will be issued by the Office of Registration and Records only upon the receipt of a signed request by the student or alumnus. The first official transcript is issued without charge; a fee of \$5.00 is charged for each additional copy of the transcript. No official transcripts will be issued for students whose financial account with the university is delinquent.

In October 2009, TLU implemented a new data system that changed several course numbers.

ACCESS TO RECORDS

Texas Lutheran University complies with the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment). This Act is designed to protect the privacy of students' educational records and to establish students' rights to review and inspect records. The policy permits disclosure of educational records under certain limited circumstances to the public or to a third party and routine disclosure, at the university's discretion, of information referred to as directory information: name, address, phone number, photo, major, participation in sports, awards and honors, height, weight, degrees, dates of attendance, campus email address, photographic/videotaped images and previous colleges attended. A student has the right to prevent the disclosure of directory information by filing a request for nondisclosure in the Office of Registration and Records. Such a request is valid for the current academic semester only and must be submitted by the 12th class day of the semester or its equivalent in shorter terms. Questions concerning the Family Educational Rights and Privacy Act should be referred to the registrar or the dean of student life and learning.

PROCEDURE TO GRADUATE

1. A student planning to graduate from Texas Lutheran University should make a commitment to a course of study by the beginning of the junior year. Following the completion of 60 hours of credit, a student may register or advance register for only one more semester before a degree plan must be on file. The student's degree plan is approved by the chair of the department, the academic advisor and the registrar. The original is kept on file at the Office of Registration and Records and copies are sent to the academic advisor and to the student. If a change in the degree plan is later necessary, a substitution form must be filed or a new degree plan submitted.
2. A formal diploma application must be submitted to the Office of Registration and Records in the semester prior (Fall semester for prospective May graduates and Spring semester for prospective August and December graduates) to when the student plans to graduate.
3. Students must have completed all degree requirements in order to graduate and may not have any incomplete or in progress grades on their transcript. TLU confers diplomas in summer, but there is no summer graduation ceremony. Summer graduates may participate in the December or May ceremony following their graduation.
4. The student is responsible for fulfilling the degree requirements for a particular degree as outlined in the catalog under which the student is graduating and to register in accordance therewith.

PROCEDURES FOR STUDENTS WITH DISABILITIES

The mission statement of Texas Lutheran University affirms the university's long-standing commitment to serve a diversified community. Included in this commitment are ongoing efforts to make the learning resources and physical facilities of the university accessible to students with disabilities. In accordance with the terms of the Americans with Disabilities Act of 1990 (ADA), Texas Lutheran University provides reasonable accommodations for students with physical/medical and/or learning disabilities and/or psychological disabilities. A request for reasonable accommodations should be initiated with the ADA coordinator in the office of Disability Services, Meadows Center, Alumni Student Center.

All buildings on campus have access ramps, and some have elevators. A limited number of parking spaces for students with disabilities are reserved throughout the campus.

It is the right and the responsibility of the individual student to request accommodations and to provide professional documentation of their disability. For specific documentation requirements, please contact the ADA coordinator at 830-372-8009 or tweers@tlu.edu.

Once the disability has been documented, and eligibility for accommodations has been determined, typical accommodations and the classes for which the student is requesting them are discussed between the ADA coordinator and the student. The typical accommodations are noted on a Determination of Reasonable Accommodations form. The student then meets with his/her academic advisor to review suggested accommodations and to acknowledge the student's responsibilities. The student then meets individually with instructors to determine which accommodations are reasonable and appropriate for each specific class. The student is expected to maintain close contact with the ADA coordinator throughout the semester to ensure that agreed upon accommodations are effectively carried out.

Note: The student is responsible for initiating this procedure each semester or summer school session.

Students with disabilities who are enrolled or who plan to enroll at Texas Lutheran University are eligible for admission and for financial aid programs on the same basis as students without disabilities. Additional assistance may be available from the Texas Department of Assistive and Rehabilitative Services (DARS), 312 S. Saunders St., Seguin, Texas 78155.

Appeals Procedure

Appeals regarding ADA accommodations should be made in writing and addressed to:

ADA Coordinator
830-372-8009
Texas Lutheran University
1000 West Court Street
Seguin, Texas 78155

If the appeal is filed during the summer session or if it involves the ADA coordinator, it should be filed with:

Dean of Student Life and Learning
830-372-8060
Texas Lutheran University
1000 West Court Street
Seguin, Texas 78155

Within 15 calendar days after the receipt of the appeal, the ADA coordinator or the dean of students will meet with the student and with other university officials as appropriate to discuss possible resolutions. A response in writing will be given within 15 days.

If the response by the ADA coordinator or the dean of students does not satisfactorily resolve the issue, the student may appeal the decision within 15 days to the Admissions, Advising and Academic Standards Committee.

The AAA Committee will review the appeal and might, at its discretion, meet with the student. The committee will then provide a written recommendation to the vice president of academic affairs for final action.

NOTES

V. Special Programs

SPECIAL ACADEMIC PROGRAMS

THE CENTER FOR WOMEN'S STUDIES

The center's principal goals are to support the academic interests of the Texas Lutheran University community, to provide informal support and referral networks for students, faculty and staff, and to enhance awareness of women's issues across the campus and in the community. To fulfill these goals, the center sponsors both formal and informal programs on a wide variety of topics.

INTERNATIONAL EDUCATION PROGRAMS

To enhance the value of the liberal arts education through international experiences and global education, Texas Lutheran University offers several study abroad programs and hosts international students from various countries. The international education staff advises students regarding the various study abroad programs, assists with the application procedures and provides pre-departure orientations and a post-return reorientation class. For the incoming international students, the international education staff provides an orientation to life in the United States, university procedures, information to ensure that students comply with the regulations of the U.S. Citizenship and Immigration Services (USCIS) and general support and counsel.

Texas Lutheran University seeks to heighten international and global understanding of all students and offers a major to equip students for international careers. Students who choose an International Studies major should review requirements in the courses of study section of this catalog.

STUDY ABROAD

To stimulate interest in international perspectives and to heighten students' global understanding, Texas Lutheran University sponsors several study abroad programs.

- Students may use most of their current financial aid on semester and academic year affiliated study abroad programs as well as faculty-led programs.
- TLU offers study abroad scholarships for summer, semester and academic year affiliated study abroad programs.
- Most of the program providers also offer scholarships.
- General requirements are a minimum TLU cumulative GPA of 2.25 to 3.0

(depending on the program) and a good campus discipline record. Students must have completed at least two semesters at TLU before studying abroad.

- Programs and details change frequently. Students should consult the director of international education for the most current information.

TLU Faculty-led Programs

A variety of study abroad programs are offered periodically through TLU University. These are typically two to four week programs led by a TLU professor. Past programs have included:

- Arts in the Czech Republic
- Animal Behavior in Norway
- Economics in Ecuador
- Environmental Science in Belize
- International Marketing/Kinesiology in Costa Rica
- Psychology in Greece

TLU Affiliated Programs

TLU has partnered with several universities and organizations to provide study abroad programs in over 100 locations throughout the world for any major at TLU. Year-long, semester and summer study is available in addition to internship and civic engagement opportunities. TLU's provider partners are:

API—Academic Programs International

API offers comprehensive study abroad programs year-round in 17 countries across Europe, Latin America and the Middle East. They offer a wide variety of courses in almost every major discipline and in various languages of instruction. While courses are available in English in many locations, if foreign language acquisition is the primary goal, API offers high quality language and culture programs for all levels of language learners. Through their new division called Cultural Embrace by API, participants may also pursue intern, teach, volunteer or work abroad opportunities in Africa, Asia, Europe, Latin America or Oceania.

CCA—Central College Abroad

CCA offers semester, year-long and summer options in eight programs worldwide. All CCA programs have on-site resident directors and include excursions and cultural activities. Students enroll at prestigious universities and participate in internships or service-learning for academic credit. Language immersion programs in Spain, France and Austria are open to all language levels and provide course flexibility for language and non-language majors. English-based programs in Wales, England and the Netherlands provide coursework in a wide variety of disciplines. The Yucatan program provides both Spanish language and English coursework and an English-based summer program is also available in Ghana.

CGE—Center for Global Education

Augsburg College's Center for Global Education has programs in Mexico, Central America, the Netherlands and Southern Africa. The Central America program visits three countries (Costa Rica, Guatemala and Nicaragua) and the Southern Africa program visits both Namibia and South Africa. Programs focus on peace, justice, community engagement, migration/immigration, international development/policy, health and women's issues. CGE's programs are experiential, so key learning takes place via direct contact with local people, rural and urban homestays, community visits and excursions.

CIEE—Council on International Educational Exchange

CIEE has been sending students abroad since 1947. Today they offer more than 150 programs in 41 countries in Africa, Asia, Australia, Europe, Latin America and the Middle East. Students can choose to spend a semester, year, or summer abroad studying subjects ranging from architecture, business, language study and everything in between.

Harlaxton College—University of Evansville

The University of Evansville in Indiana and their British campus, Harlaxton College, hosts students from various parts of the U.S. to study in a lovely 19th century manor house on 117 acres of gardens, parks and woodlands. The campus is near Grantham, England and just two hours from London by train. Local and visiting professors teach a variety of courses, which include group excursions. Students also have time for independent travel.

IES Abroad—Institute for the International Education of Students

One of the nation's oldest, largest and most reputable study abroad providers, IES Abroad is a Chicago-based, nonprofit academic consortium with nearly 100 high-quality academic study abroad programs and internship opportunities in 34 cities. They are dedicated to fostering cultural immersion and intercultural development. Since their founding in 1950, nearly 80,000 students have participated in their international study abroad programs. IES Abroad operates programs in Europe, Africa, Asia, South America, Australia and New Zealand.

IFSA-Butler—Institute for Foreign Study Abroad-Butler University

IFSA-Butler provides quality study abroad opportunities, plus academic and personal support services. IFSA-Butler prepares students for the academic and cultural changes that await them, and their offices around the world provide on-site support to help students make the most of their study abroad experiences. IFSA-Butler has programs in Argentina, Australia, Chile, China, Costa Rica, Egypt, England, India, Mexico, New Zealand, Northern Ireland, Peru, the Republic of Ireland, Scotland, United Arab Emirates and Wales.

Japan Exchange

TLU has an exchange relationship with Kansai Gaidai University—a private, nonprofit university in Hirakata, Japan. Foreign students participate in the Asian Studies Program designed to help students gain first-hand knowledge of Japan and East Asia. Courses taught in English include business, economics, history and religion. Introductory courses in Japanese language and culture are offered as well.

INTERNSHIP PROGRAM

Texas Lutheran University recognizes the need for students in all majors to enhance their learning experiences by participating in internships—programs of part-time or full-time experience outside of the classroom that are closely related to the students' specific careers and academic interests. The Internship Program provides information, guidelines and support to students, faculty and employers in order to insure opportunities for students to gain maximum benefits through internship participation.

KROST LIFE ENRICHMENT

Krost Life Enrichment Program received its first funding in 1977 by Dr. Frederick Elliott. After the first funding, others such as the Lily Johnson Foundation followed, which gave a stipend for the construction of the Krost Building. Generous donations have made it possible for students of TLU to take part in an intellectual and physical application to life. The Krost Life Enrichment Program seeks to promote a whole person approach to life, which integrates the intellectual, spiritual, physical and social well being of an individual. All students are urged to enroll in the program for a fitness evaluation, consisting of a graded exercise test to determine the fitness level and amount of body fat that exists. Counseling and planning sessions in which personal health practices, attitudes and life objectives are explored follows the fitness evaluation and are incorporated into a wellness course. The Krost Program also provides academic enrichment opportunities for students in departments through internships and work-study programs. These internships and programs are sponsored by Kelsey-Seybold Clinic, Baylor College of Medicine, NASA and Texas Medical Center, depending on the field that interests the student. These sponsors also support the Krost and international stature. Going beyond TLU, Krost Life Enrichment has supported the field of environmental science and the outdoor recreation program. Recently, the Krost Program has also supported the Astronomy Club. The program also purchases student art at the TLU Student Art Show each year. The Krost Program creates students who are more complete when they graduate and are more prosperous in the real world.

THE CENTER FOR MEXICAN-AMERICAN STUDIES

The Center for Mexican-American Studies was established in 1971 to create new opportunities for service to the Mexican-American community and to promote

a greater understanding of the Mexican-American experience. Academically anchored by the Mexican-American Studies minor (see description in the “Course of Study” section) the Center also collaborates with other academic departments to provide a variety of courses that complement and enhance any major area of study by examining the Mexican-American experience and the dynamics of interethnic relations. To underscore its academic grounding, the Center for Mexican-American Studies is housed in an academic building (Langner Hall 112) and provides a reading and study center, which allows students, staff, faculty and community individuals to utilize a number of selected library materials (books, journals, magazines, videos and audiotapes) on Mexican-Americans. By providing computer services for student, staff and faculty use, the center extends its service-to-the-community role. As the principal place on campus where students from all backgrounds explore and practice Mexican-American culture in a welcoming and appreciative environment, the center is used as the home base for the Mexican-American Students Association (MASA) —a student group with an active, open-to-all membership on campus and for the Latino Alumni and Friends Association (LAA).

WASHINGTON SEMESTER

The Washington Semester is offered in political science, economic policy or journalism. These programs allow a limited number of TLU students to enroll in a 16 semester hour curriculum at the American University in Washington, D.C. The curriculum, depending on the program, involves research, seminars, lectures, and on-site meetings with national decision makers, journalists and others involved in reporting or making national policy. An internship in an appropriate office, agency or organization is included. The programs are open to students, regardless of major, who meet the following criteria: have at least junior standing; have completed POLS 231 with a grade of “C” or better; have a minimum cumulative grade point average of 2.75; and have taken the basic courses in political science, economics or communications studies (see “Course of Study” section).

AIR FORCE/ARMY ROTC

Through a cross-enrollment arrangement with Texas State University in nearby San Marcos, students may enroll in the Air Force Reserve Officers Training Corps or the Army Reserve Training Corps. The purpose of the programs is to commission qualified male and female students who desire to become officers in the United States Air Force or the United States Army. Texas Lutheran University students enrolled in the program take required military leadership coursework and other specialized coursework on the Texas State campus. The coursework counts as elective credit toward a degree at Texas Lutheran University and is added to the student’s transcript. Complete information on the AFROTC or AROTC is available from Texas State University. See “Reserve Officer Training Corps” in the Course of Study section of this catalog.

SERVICEMEMBERS OPPORTUNITY COLLEGE

Texas Lutheran University has been designated as an institutional member of Servicemembers Opportunity Colleges (SOC)—a group of more than 1,000 colleges and universities providing voluntary postsecondary education to members of the military throughout the world. As a SOC member, Texas Lutheran University recognizes the unique nature of the military lifestyle and has committed itself to easing the transfer of relevant course credits, providing flexible academic residency requirements and crediting learning from appropriate military training. SOC has been developed jointly by educational representatives of each of the Armed Services, the Office of the Secretary of Defense and a consortium of 13 leading national higher education associations.

When making an evaluation of credentials, Texas Lutheran University considers the work from other colleges and universities, the Defense Activity for Nontraditional Educational Support and service school experiences.

VETERANS AFFAIRS

Texas Lutheran University is approved to offer assistance to students using veterans' benefits for educational purposes. Students using these benefits must contact the VA certifying official (830-372-8045) in the Office of Registration and Records and provide the appropriate documentation to be certified for benefits. Students using VA benefits must complete an application for admission and are subject to admissions requirements as stated in the "Admissions" section of the catalog. Individuals attending Texas Lutheran University using their VA benefits are responsible for payment of tuition to Texas Lutheran University regardless of when or how they are paid by the Veterans Administration. When a student fails to maintain prescribed standards of progress, the VA will be informed. Students using VA benefits are subject to any disciplinary action outlined in the catalog.

When using Department of Veterans Affairs educational benefits, students must adhere to certain satisfactory progress standards in their academic program. Students must maintain a cumulative grade point average of 2.0 on a 4.0 scale to achieve satisfactory progress. Students who fail to achieve a cumulative grade point average of 2.0 will be notified that they are placing their education benefits in jeopardy. If a student achieves a semester grade point average of 2.0 or better during the next semester of enrollment, but has not achieved the required 2.0 cumulative grade point average, the student may continue for one more semester. A student who fails to achieve a 2.0 cumulative grade point average after two consecutive terms of enrollment will be reported to the Department of Veterans Affairs for unsatisfactory progress.

Veterans who have successfully completed basic training will be granted 8 hours of credit (7 hours in kinesiology and 1 hour in political science) after providing satisfactory documentation to the Registrar. Additional credit for other military training may also be available. Credit will be based on the ACE guide and will be awarded only when the training can be equated to courses that are currently in the

university course listings and only when they apply toward the student's degree at Texas Lutheran University.

CAMPUS MINISTRY

Campus Ministry at Texas Lutheran University provides a focal point for the community of faith where people:

- Proclaim Christ in Word, Encounter Christ in Sacrament and experience Christ in relationship.
- Place what they learn in conversation with what they believe and value.
- Witness to the reconciling Word of God in Christ, reaching out to all people.
- Respond to human need, work for peace and justice and care for the sick and suffering.
- Find people in a supportive experience of community.
- Welcome one another warmly no matter what faith, tradition, nationality, race or denomination.
- Seek sensitive, personal and confidential pastoral care.
- Join in praise and worship, exploring the rich liturgical Christian worship tradition.

Active Campus Ministry groups include The Campus Congregation, The Catholic Student Organization, The Wesley Foundation (Methodist), Canterbury (Episcopal), The Fellowship of Christian Athletes, Habitat for Humanity and the One Campaign.

CAMPUS RECREATION AND FITNESS

The university offers a well-rounded program of intramural sports open to all students, faculty and staff, with activities for individuals, groups of men or women and co-ed groups. Competition includes teams from fraternities and sororities, independent students, residence hall floors, faculty and staff. The program includes flag football, volleyball, tennis, racquetball, soccer, 3-on-3 basketball, basketball, kickball, dodge ball, bowling, sand volleyball and softball. Other activities are added according to the diverse interests of the current student body. The Mabee Aquatic Center is heated and is open from March to October for lap swimming, water basketball, water aerobics and recreational swimming. The Jones Complex houses basketball courts, racquetball courts and volleyball courts. The complex is open for student use during the evening when not reserved for collegiate sports. Tennis courts, a 1km walking/jogging track and sand volleyball courts are also available. A 13,000-square-foot fitness center with treadmills, bikes and elliptical machines, as well as Life Fitness weight machines and a large free weight area, is available from 6:30 a.m. to 10 p.m. most days of the week. Zumba, yoga and other fitness classes are offered throughout the week.

FOOD SERVICE

TLU Dining Services provide service in three convenient locations: Hein Dining Hall, Lucky's Kennel in the Alumni Student Center and the Coffee Shop located in Tschoepe Hall. All students who reside in university residence halls are required to choose one of the three meal plans offered, and students who reside in campus apartments or commuters may choose a meal plan geared to apartment living or Bulldog Bucks. Our professional culinary team provides nutritious, balanced options for our TLU community.

Students may change meal plans without penalty up to and including the first official day of class for that semester. Students may purchase a larger meal plan but may not move to a smaller meal plan or cancel a meal plan after this point. All meal plan changes are made through the Office of Residence Life.

STUDENT EMPLOYMENT

There are a limited number of on-campus job opportunities for students. Although students do not have to qualify for federal or state work-study funds to work on campus, preference may be given to students with federal or state work-study awards. New student employees are also required to complete an I-9 and a W-4 form. These documents must be completed before beginning work. Students will need to provide original documents for the I-9 form that establish proof of identity and proof of eligibility to work in the United States. Federal law mandates completion of the I-9 form (including the appropriate documentation) within three days of the initial date of employment.

UNIVERSITY POLICE

The university police department is under the command of the TLU chief of police. The police officers at TLU are fully licensed and commissioned officers through the Texas Commission on Law Enforcement Officer's Standards and Education. Police officers are on duty 24 hours a day/365 days a year. The university police are responsible for, but not limited to, (1) the protection of the students, faculty, staff and visitors, their property, and the physical structures and premises of TLU, (2) the enforcement of federal and state laws, (3) enforcement of the rules and regulations of the TLU administration and the Board of Regents. The police department is also responsible for the issuing of campus parking permits and the enforcement of parking regulations. The police department is community oriented which includes crime prevention programs as well as criminal investigations, patrol and administrative divisions.

PARKING REGULATIONS AND MOTOR VEHICLE REGISTRATIONS

See a separate campus traffic publication.

VI. Costs & Financial Assistance

COSTS

BASIC COSTS

Basic costs to the students for the 2015-2016 academic year are shown below:

| *Tuition: | Per Semester | Per Year |
|---|---------------------|-----------------|
| Block Rate Tuition (12-18 HRS) | \$13,800 | \$27,600 |
| Hourly Rate – Undergraduate | \$915/Hr. | NA |
| Hourly Rate – Graduate | \$960/Hr. | NA |
| Student Services Fee: | \$150 | \$300 |
| **Housing: | | |
| Centennial Hall ¹ | \$2,700 | \$5,400 |
| Knutson (single occupancy) | \$2,050 | \$4,100 |
| Baldus ¹ and Clifton ¹ | \$2,500 | \$5,000 |
| Trinity (small) ¹ | \$2,300 | \$4,600 |
| Trinity (large) ¹ | \$2,700 | \$5,400 |
| Seguin Hall ¹ | \$2,300 | \$4,600 |
| Brandes, Kramer, Steger (full apts #1-2) ³ | \$2,400 | \$4,800 |
| Brandes, Kramer, Steger (efficiency apt #3-8) ² | \$2,500 | \$5,000 |
| Brandes, Kramer, Steger (efficiency apts #3-8) ³ | \$2,150 | \$4,300 |
| Linne, Renger and Strunk (full apts) ³ | \$2,400 | \$4,800 |
| Glazener and Bogisch ⁴ | \$3,800 | \$7,600 |
| Lange Family Housing (#1-2) ⁴ | \$3,800 | \$7,600 |
| Lange Family Housing (efficiency apts #3-8) ⁴ | \$3,000 | \$6,000 |
| **Meal Plans: | | |
| A - Carte Blanche + \$150 Dining Dollars | \$2,275 | \$4,550 |
| B - 15 Meals/WK + \$150 Dining Dollars | \$1,995 | \$3,990 |
| C - 10 Meals/WK + \$250 Dining Dollars | \$1,995 | \$3,990 |
| D - 40 Meals/Semester + \$450 Dining Dollars | \$760 | \$1,520 |

*Tuition includes internet access for students

**Housing includes basic telephone service: student provides telephone.

**Meal Plan costs include sales tax of 8.25%. Dining Dollars may be used in the TLU Snack Bar (Lucky's) to purchase food and beverages in the semester the meal plan is purchased.

¹ Standard room rates are based on double occupancy

²Single room occupancy. Rate for students with Meal Plan A or B. Rate increases to \$3,765/semester if on Meal Plan C, D or no meal plan.

³Rate is based on 4-person occupancy.

⁴Apartments are offered by unit rather than by bed.

Some courses have “Class Fees” for field trips or supplies in addition to tuition costs. See the schedule of classes published each semester for information on class fees.

Students will be charged fees for certain services listed as “Special Fees” in the following section. Class fees and special fees are refunded at different rates as explained in the refund policy section. All students pay the activity fee except those who are current TLU employees.

All full-time students, with limited exceptions, are required to live on campus and to eat on campus in accordance with current meal plan regulations. Several meal plan options are available. Room and board arrangements may not be changed during a semester. Contact the Office of Residence Life for information. New students pay a \$300 general deposit that confirms intent to enroll and serves as a security deposit. The deposit will remain on the student’s account for the duration of enrollment at TLU. If the student enrolls and attends TLU, the deposit will be refunded less any outstanding balances (hall damages, library fines, etc.) owed to TLU once they are no longer enrolled. The deposit will be the same for on-campus residents and commuter students.

The last day to change meal plans for the semester is the day of check-in or registration verification. Students may purchase a larger meal plan but may not move to a smaller meal plan or cancel a meal plan after this point. All meal plan changes are made through the Office of Residence Life.

SPECIAL FEES

| | |
|--|--------------------|
| Audit (per semester hour) | \$100 |
| Aviation Program Fees **** | \$4,191 – \$22,532 |
| Career Planning Registration | \$20 |
| General Deposit (Nonrefundable) | \$300 |
| Housing Cancellation Fee | \$500 |
| Institutional Credit | \$15/hour |
| Installment Plan Fee (per semester) | \$50 |
| Late Payment Fee | \$50 |
| Late Registration for Fall and Spring | \$100 |
| Late Registration for Summer | \$25 |
| Music Fees (one private lesson per week) | \$230/semester |
| (two private lessons per week) | \$460/semester |
| Parking Permit | \$45/semester |
| Placement, advanced credit (per semester hour) | \$15 |
| Replacement ID Card | \$25 |

| | |
|--|------------------|
| Scuba Diving/Dive Master Certification | \$235 |
| Mountain Biking | To be determined |
| Replacement Diploma | \$50 |
| Transcript of Record | \$5 |

Special fees are refundable prior to the first day of class each semester.

****Aviation class fees vary by class and the number of flight hours required per class. For average fees per class, please go to www.tlu.edu/costs.

PAYMENT OPTIONS

Students are assessed charges each semester for tuition and fees and for the housing and/or meal plan they select. Payment for these charges may be made by one of the following two methods:

Option I: Payment in Full

Full Payment may be made on or before the first payment deadline of each semester. First payment deadlines for the 2014-2015 academic year are August 1, 2014 (Fall) and January 2, 2015 (Spring). After total financial aid is subtracted from the charges, any remaining balance must be paid out-of-pocket if this option is selected.

Option II: Monthly Payment Plan

Payment of the net balance after all proceeds from financial aid have been applied may be made in four installments per semester as outlined below:

| | <u>Percent of net Semester balance</u> | <u>Fall</u> | <u>Spring</u> |
|-----------|--|-------------|---------------|
| Payment 1 | 40% | Aug. 3 | Jan. 4 |
| Payment 2 | 20% | Sep. 15 | Feb. 15 |
| Payment 3 | 20% | Oct. 15 | Mar. 15 |
| Payment 4 | 20% | Nov. 16 | Apr. 15 |

Student accounts with balances remaining after the first payment deadline of each semester are subject to a \$50 installment plan fee.

Cash, checks, VISA, MasterCard, Discover and American Express are accepted.

REFUND POLICY

Students who withdraw from the university are refunded a portion of their tuition, room and board charges if they complete an official withdrawal form with all appropriate signatures and return it to the Office of Registration and Records during the refund period. Reductions in charges for withdrawing from all classes during the fall or spring semester will be based on the following schedule:

| | |
|-------------------------------------|------|
| Prior to first day of class | 100% |
| Prior to the sixth day of class | 75% |
| Prior to the eleventh day of class | 50% |
| Prior to the sixteenth day of class | 25% |
| Sixteenth day of class and beyond | 0% |

Students who reduce the number of credit hours they are attempting are refunded a portion of their tuition if written notification is received. The refund is based on the following calculation:

Tuition based on old hours

Less: Tuition based on new hours

Times: % from schedule above based on date of credit hour reduction

Equals: Tuition Refund

Class fees and Post-baccalaureate Teacher Certification fees are refunded at the same rate as the tuition schedule. Special fees are refundable prior to the first day of class.

**IMPORTANT NOTICE FOR RECIPIENTS OF
FINANCIAL ASSISTANCE**

In accordance with federal, state and university guidelines, students who receive financial assistance and withdraw from any or all of their coursework may have some or all of the assistance returned to the original funding sources. As a result, students who withdraw may owe a balance to the university. Please refer to the “Refund Policy for Financial Aid” in this section of the catalog for more information on how withdrawing affects your financial aid award and refund.

Institutional financial aid (grants and scholarships) will be reduced by the same percentage that is used in the calculation of your tuition and fee refund.

Withdrawing from the university will not absolve you of responsibility for your educational expenses. Any unpaid balances owed to the university will be subject to late penalty fees and assignment to a collection agency.

FINANCIAL OBLIGATIONS

A student who applies and is admitted to Texas Lutheran University assumes a definite financial obligation. It is expected that the student or his/her parents or guardian will comply with provisions of this section of the catalog relative to payment of student accounts.

A student who is regularly enrolled and has made payments in full or executed a university approved payment contract is entitled to all the privileges of attending classes, taking examinations, receiving grade reports, securing course credit, graduating and, where applicable, living on campus and eating in the cafeteria.

Any student who is delinquent in a financial obligation to Texas Lutheran University including special fees and fines is subject to exclusion from any or all of the usual privileges of the university. Graduation may be denied, and the student's permanent record will not be released until the outstanding balance is paid in full.

STUDENT FINANCIAL ASSISTANCE

At Texas Lutheran University, earnings from endowments coupled with generous gifts from alumni, friends, churches and foundations help reduce expenses so that charges assessed represent only about 75 percent of the cost of their education. In addition to offering quality education at less than cost, TLU offers a comprehensive aid program that lowers the actual cost of attending TLU. Scholarships, grants, loans and employment opportunities enable TLU to recognize outstanding students regardless of financial need and assist those whose own limited resources would preclude their participation in the TLU experience.

To be considered for any form of need-based financial aid a student must complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov. Students must complete the FAFSA each year. The FAFSA is available beginning January 1 before the fall term. Once a student's eligibility is determined, the Office of Financial Aid puts together a "package" of financial aid that may include federal, state and institutional funds.

Texas Lutheran University awards scholarship aid to students enrolled full time, defined as 12 semester hours or more. Students who withdraw from the university during a semester may lose some, or all, institutional, federal or state aid for that semester, as will students who drop below full-time status (see "Financial Aid Refund Policy" in this section) or who do not successfully complete any class for which they registered. Institutional scholarships are, however, prorated for graduating seniors who need fewer than 12 hours to complete their degrees, but will not exceed the cost of TLU tuition. Students who are enrolled at least half time may be eligible for need-based federal aid.

Students must maintain satisfactory academic progress (see "Satisfactory Academic Progress Standards" in this section) to be eligible for financial assistance of any kind.

Texas Lutheran University awards financial assistance without regard to race, sex, religion or national origin.

Specific questions concerning all forms of financial assistance should be addressed to the Office of Financial Aid, Texas Lutheran University, 1000 W. Court Street, Seguin, Texas 78155 or may be sent to financialaid@tlu.edu. Brochures, forms and procedural instructions are available upon request.

FINANCIAL ASSISTANCE AVAILABLE

SCHOLARSHIPS

Texas Lutheran University offers more than one dozen different scholarship programs. Brief descriptions of some follow. Scholarships are merit-based gift aid and are partially funded through Endowed Scholarship Funds and annual donations (see Appendix XII). TLU scholarship and grant assistance may not exceed tuition.

Grant and scholarship aid (federal, state and external), when combined with TLU awards, loans and work-study awards, may not exceed the cost of attendance for the year you are applying. All academic scholarships awarded at TLU are determined based on academic performance in high school and SAT/ACT scores. Scholarships are renewable for up to six semesters as long as the student meets renewal criteria and remains enrolled full time.

ACADEMIC DISTINCTION SCHOLARSHIPS

National Merit Finalist Scholarship—Students who meet the requirements of the National Merit Scholarship Corporation (NMSC) and who are finalists will be awarded this scholarship for full tuition upon notification of final high school status. This award cannot be combined with other tuition specific scholarships and grants. This scholarship is renewable for up to six semesters when a student maintains a cumulative grade point average of 3.0 or higher.

Pacesetter Award for College Excellence (PACE)—By invitation only. One of our distinguished academic scholarships; students who have excelled in high school compete through interviews and essays for TLU's top scholarship award of up to full tuition. This scholarship is renewed for up to six semesters when a student maintains a cumulative grade point average of 2.50 or higher.

Da capo Award in Music—By invitation only. The most distinguished of our academic scholarships for students who plan to major in music. Students who have excelled in high school and indicated they plan to major in music compete through interviews and auditions for TLU's top scholarship award of up to full tuition. This scholarship is renewed for up to six semesters when a student maintains a cumulative grade point average of 2.50 or higher.

Locus Aduro Award in Dramatic Media—By invitation only. The most distinguished of our academic scholarships for students who plan to major in dramatic media. Students who excelled in high school and indicated they plan to major in dramatic media compete through interviews and auditions for TLU's top scholarship award of up to full tuition. This scholarship is renewed for up to six semesters when a student maintains a cumulative grade point average of 2.50 or higher.

ACADEMIC HONORS SCHOLARSHIPS

A range of academic honors scholarships are awarded based on high school performance and SAT/ACT scores. These scholarships are renewable for up to three additional years when a student maintains the required cumulative grade point average and remains enrolled full time.

Lutheran Advantage Scholarship—Incoming freshman students who denote their membership at a Lutheran church and meet the required academic criteria are eligible for this award. This scholarship is renewable for up to six semesters provided the student maintains a cumulative 2.50 GPA at TLU.

Presidential Scholarship—Up to \$17,500 (2.50 TLU CGPA required for renewal)

Academic Excellence Award (AEA)—Up to \$13,000 (2.50 TLU CGPA required for renewal)

Heritage Award—Up to \$8,000 (2.50 TLU CGPA required for renewal)

TRANSFER ACADEMIC SCHOLARSHIPS

Transfer scholarships are awarded based on credits received that are transferable to TLU and the grade point average calculated on these credits.

Lutheran Advantage Award—Incoming transfer students who denote their membership at a Lutheran church and meeting required academic criteria are eligible for this award. This scholarship is renewable for up to six semesters provided the student maintains a cumulative 2.50 GPA at TLU.

Transfer Academic Distinction—Up to \$15,000 per year.
(2.50 TLU CGPA required for renewal)

Transfer Academic Honor—Up to \$14,000 per year.
(2.50 TLU CGPA required for renewal)

Transfer Scholar Award—Up to \$13,000 per year.
(2.50 TLU CGPA required for renewal)

Transfer Achievement Award—Up to \$12,000 per year.
(2.50 TLU CGPA required for renewal)

Phi Theta Kappa—\$3,000 per year.
(2.50 TLU CGPA required for renewal)

Renewal of these scholarships up to six semesters is based on continued full-time enrollment, cumulative GPA earned at TLU, and the number of transfer hours accepted.

PERFORMANCE AWARDS

Performance awards may not be combined with Academic Distinction awards but may be awarded in addition to other scholarships and are determined by the level of the student's participation. Students participating in more than one ensemble or performance area may receive up to \$2,000 from the combined performance awards.

Auditions are required and must be scheduled in advance. If interested in auditioning for these awards, contact:

- Doug Boyer, director, school of music, 830-372-6869, dboyer@tlu.edu
- David Legore, chair, dramatic media department, 830-372-6021, dlegore@tlu.edu

Jones Fine Arts for Music Majors—\$2,000 to \$5,000 per year

Jones Fine Arts for Dramatic Media Majors—\$2,000 to \$5,000 per year

Jones Fine Arts Awards provide artistic and cultural recognition for outstanding musical and dramatic media performance to those students majoring in music or dramatic media who demonstrate a meaningful contribution to the life of the university through participation in performance ensembles while they are pursuing a baccalaureate degree.

Performance Awards for Non-Majors—Up to \$2,000 per year.

Performance awards provide artistic and cultural recognition for outstanding musical and dramatic media performance to those students in any major field of study who demonstrate a meaningful contribution to the life of the university through participation in performance ensembles while they are pursuing a baccalaureate degree.

Performance awards are given in the areas of band, choir, strings, piano, solo vocal performance, organ and dramatic media.

PARTICIPATION AWARDS

Presidential Award for Leadership and Service—By invitation only.

Up to \$1,000 per year.

Students demonstrating outstanding leadership through a variety of campus and community service activities may be invited to apply for this scholarship. To be eligible for renewal, as long as student actively demonstrates leadership and service within the TLU and Seguin communities and maintain a cumulative grade point average of 2.5.

Publications Award—\$500 to \$3,500 per year.

Students interested in serving as editor or a major officer of the student newspaper or other student publication may apply for this award. Contact Robin Bisha, director of student publications at 830-372-6075 or rbisha@tlu.edu for more information.

Athletic Training—Up to \$2,000 per year.

Students interested in working toward meeting requirements for certification in athletic training may contact Brian Coulombe at 830-372-6952 for information on how to apply for this scholarship. Students receiving this award must participate in all functions of the athletic training program.

TLU GRANTS

Grants are gift aid, generally based on financial need unless otherwise specified.

Legacy Award. This program recognizes children of alumni who completed one full year (24 semester hours) at TLU by providing a grant of \$1,000 per year. Recipients must enroll full time and remain in good academic standing to receive the award for four years.

Lutheran Clergy Grant. This program recognizes dependent children of ordained pastors of the Lutheran church (ELCA, LCMS, WELS or others) and dependent children of others serving on one of the official rosters of the ELCA (AIMS, deaconesses and diaconal ministers) by providing a grant of \$1,000 per year. Recipients must enroll full time and remain in good academic standing to receive the award for four years.

FEDERAL AND STATE GRANTS

Students must complete the Free Application for Federal Student Aid (FAFSA) to be considered for need-based grants and loans from federal, state and institutional sources.

Federal Pell Grant. For undergraduate students only. Eligibility is based on need as determined by the federal government and funding levels approved by Congress. The maximum award for the 2015-2016 academic year is \$5,775.

Federal Supplemental Educational Opportunity Grant (SEOG). For undergraduate students only. Funds are available to students who show high financial need and are eligible for the Pell Grant. TLU receives a limited amount of these funds each year to award to students. Maximum allowable grant is \$4,000 per academic year.

Teacher Education Assistance for College and Higher Education (TEACH) Grant. TEACH Grant funds are available to students who intend to teach in a public or private, elementary or secondary school that serves students from low-income families. Grants are awarded up to \$4,000 per year for a maximum of four years and can be used to replace the student's Expected Family Contribution (EFC). Students who receive a TEACH Grant but do not complete the required teaching service will be required to repay the grants as a Federal Direct Unsubsidized Loan. Interest will be charged from the date of each TEACH Grant disbursement.

TLU has been approved to offer TEACH Grants effective October 30, 2008. Students who have been accepted into the Teacher Education Program and who

plan to teach in Bilingual Education, Math or Science may be eligible to receive the TEACH Grant if they meet the following criteria:

1. Scored in the 75th percentile or higher on the SAT or ACT or have a minimum cumulative GPA of 3.25
2. Complete the Free application for Federal Student Aid (FAFSA).
3. Are a U.S. citizen or an eligible non-citizen.
4. Sign a TEACH Grant Agreement to Serve (ATS).
5. Complete TEACH Grant counseling each academic year.

For additional information, visit www.teach-ats.ed.gov.

Tuition Equalization Grant (TEG). For undergraduate students only. Funds are available to Texas residents who are determined to have high financial need. The maximum award for 2015-2016 is \$3,364. This grant is renewable for up to five years for students who complete at least 24 credits hours per academic year, complete 75 percent of the credit hours for which they enrolled and maintain a CGPA of 2.50 or higher.

LOANS

Federal Perkins Loans. Long-term, low-interest loans made available by the university and the federal government. Simple interest of five percent (5%) begins to accrue 9 months after you are no longer enrolled at least half time. Maximum award is \$5,500 per academic year.

Federal Direct Loans. These loans are available to students enrolled at least half time. Borrowing levels for 2015-2016 are:

| | <u>Subsidized</u> | <u>Unsubsidized</u> |
|---------------------|-------------------|---------------------|
| Freshman | \$3,500 | \$2,000 |
| Sophomore | \$4,500 | \$2,000 |
| Juniors and Seniors | \$5,500 | \$2,000 |
| Graduate | | \$20,500 |

Subsidized Federal Direct Loans are based on financial need. The federal government pays the interest on subsidized loans for you as long as you remain enrolled at least half time. Unsubsidized Federal Direct Loans are available to you but are not based on financial need. You are responsible for the interest on unsubsidized loans while you are in school and may either pay the interest quarterly or choose to have the interest deferred until repayment, at which time the interest accrued while you were in school is added to the principal balance.

Independent students may borrow an additional \$4,000 (freshmen and sophomores) or \$5,000 (juniors and seniors) per year in the Unsubsidized Loan program.

For loans disbursed on or after July 1, 2014 and prior to July 1, 2015, the interest rate is fixed at 4.66 percent for both subsidized and unsubsidized loans for undergraduate students. The interest rate for graduate unsubsidized loans is fixed

at 6.21 percent. Prior to October 1, 2015, a loan fee of 1.073 percent is deducted from each loan disbursement. Repayment begins 6 months after the student graduates or leaves school. (These rates are subject to change based on U.S. Congressional action.) Repayment begins 6 months after the student graduates or leaves school. (These rates are subject to change based on U.S. Congressional action.)

Lifetime borrowing limits for dependent students is \$23,000 in Subsidized loans and \$31,000 combined between Subsidized and Unsubsidized loans. Lifetime borrowing limits for independent students is \$23,000 in Subsidized loans and \$57,500 combined between Subsidized and Unsubsidized loans.

Graduate PLUS Loans. Under the PLUS program, graduate students without an adverse credit history may borrow up to the \$20,500 less other financial aid. The PLUS loan has a fixed interest rate of 7.21 percent. Prior to October 1, 2015, a loan fee of 4.292 percent is deducted from each loan disbursement.

Repayment of this loan generally begins within 60 days after the final loan disbursement of the academic year. However, students can request a deferment. For estimated monthly payments, go to the Scholarships and Financial Aid section of the TLU website, click on calculators and then on Loan Repayment Calculator.

Parent PLUS Loans. Under the PLUS program, parents of dependent students without an adverse credit history may borrow up to the cost of attendance less other financial aid. PLUS loans disbursed on or after July 1, 2014 and prior to July 1, 2015, have a fixed interest rate of 7.21 percent. Prior to October 1, 2015, a loan fee of 1.073 percent is deducted from each loan disbursement.

Repayment of this loan generally begins within 60 days after the final loan disbursement of the academic year. However, parents can request a deferment. For estimated monthly payments, go to the Scholarships and Financial Aid section of the TLU website, click on calculators and then on Loan Repayment Calculator.

Alternative Loans. Alternative loan options are available to students. For information about alternative private loan programs, please stop by the Office of Financial Aid or visit our loan page www.tlu.edu/funding.

EMPLOYMENT

Part-time jobs are available to students who are in good academic standing. Preference is given to students with financial need, but particular job skills and department referral occasionally take precedence. Normally, students work six to ten hours per week and are paid bi-weekly.

Federal Work-Study. This is a federal program awarded on the basis of need. Eligible students will have a Federal Work-Study award on their financial aid award letters. Students cannot earn more than the amount they are awarded per semester.

Texas College Work-Study. This is a state program for students that are residents of Texas who demonstrate financial need. Eligible students will have a Texas College Work-Study award on their award letters. Students cannot earn more than the amount they are awarded per semester.

FINANCIAL AID REFUND POLICY

The student's enrollment status will be determined based on enrollment on census date each term. This is the 12th class day of a long term. Once enrollment status has been determined, financial aid will be reviewed. If the student's enrollment status is different than that at which he or she was awarded, his/her financial aid will be adjusted accordingly. For example: Institutional aid and state grants requiring full-time enrollment will be cancelled. Federal Pell Grants will be adjusted for new enrollment status.

If a student drops a class after census date, institutional aid may be reduced (see Institutional Aid Policy), but federal and state grants will not be adjusted. However, federal loans require enrollment to be recertified at time of disbursement. Federal regulations state that if a student drops below half time or withdraws prior to loan disbursement, the loan may not be disbursed.

Institutional Aid Policy. When a student withdraws from the university, adjustments are made to the financial aid that was awarded to the student. Adjustments in financial aid are done in coordination with the university's institutional charges refund policy. Scholarships and other institutional aid may be rescinded.

Institutional aid granted by TLU is adjusted by the Office of Financial Aid according to the percentage refund schedule set by the registrar's office for adjusting institutional charges. In no case will a student receive institutional funds in cash.

Federal Aid Policy. The student's enrollment status will be determined based on the student's eligible enrollment on census date each term. This is the 12th class day of a long term. Once enrollment status has been determined, financial aid will be reviewed.

Students who withdraw from all classes prior to the 60 percent point of the term and who receive institutional and/or Title IV federal financial aid may owe a refund of some or all of the received. Students who fail all of their classes because they stopped attending classes will be considered to have only attended class until the mid-point of the term unless proof of attendance is provided by the student.

Federal financial aid is “earned” on a proportional basis for each day of the term that the student has completed. If a student completes 30 percent of the term, then he or she has earned 30 percent of the federal financial aid. If the financial aid has been credited to the student’s account and has paid institutional charges only, 70 percent of the aid must be returned to the federal financial aid programs.

Federal funds are returned to the programs in the following order:

1. Unsubsidized Federal Loan
2. Subsidized Federal Loan
3. Federal Perkins Loan
4. Parent PLUS Loan for Undergraduate Students or Graduate PLUS Loan for Graduate Students
5. Federal Pell Grant
6. Federal Supplemental Educational Opportunity Grant (SEOG).
7. TEACH Grant

If financial aid created a credit on the student’s account that was then refunded to the student, the student will be required to repay 50 percent of any unearned grant amount. If the credit balance was created by a loan disbursement, the student will be required to repay the lender the amount of the loan as per the terms of the signed promissory note.

Example 1: Joe was awarded federal grants totaling \$3,000 and received Federal Direct Loan funds of \$2,500. Joe was registered full time, lived in Seguin Hall and had 15 meals/week meal plan. His total institutional charges are \$16,890.

If Joe withdraws at the 30 percent point in the term, he will have earned \$1,650 of the \$5,500 awarded. 70 percent of the \$5,500 or \$3,850 must be returned to the federal programs. TLU will return the \$2,500 Federal Direct Loan to the lender and \$1,350 of the federal grants. Because Joe withdrew during week five of the term, he does not get a refund of tuition, room or board.

Assuming Joe had a zero balance on his student account at the time of withdrawal, he will be required to pay TLU \$3,850.

Example 2: Joe was awarded federal grants totaling \$3,000 and received Federal Direct Loan funds of \$2,500. Joe was registered full time, lived in Seguin Hall and had 15 meal/week meal plan. His total institutional charges are \$16,890. Joe withdrew at the 50 percent point of the term. Only 50 percent of the \$5,500 or \$2,750 is considered earned. TLU would return the \$2,500 Federal Direct loan to the lender and \$250 of the federal grants. Assuming Joe had a zero balance on his student account at the time of withdrawal, he will be required to repay to TLU \$2,750.

Although financial aid must be returned to the federal programs as prescribed by federal regulations, the TLU Institutional Charges Refund Policy does not refund institutional charges at the same percentages. Students will be required to pay TLU for any balances owed after the institutional charges, refunds and financial aid refunds have been calculated.

If part of the balance owed to TLU is the repayment of a federal grant, TLU has 30 days to notify the student of the balance owed. The student has 45 days to either repay the funds or make satisfactory payment arrangements with the Business Office. Students who fail to repay the funds within 45 days may be reported to the credit bureau and will be reported to the U.S. Department of Education where a hold will be placed on the student's aid application. No further financial aid can be awarded until the hold is cleared.

Students are encouraged to meet with the Office of Financial Aid before the withdrawal process has started so that they can be informed of the financial impact of withdrawing from college.

State Grant Aid Policy. When a student withdraws from all classes tuition will be refunded according to the university's institutional charges refund policy. The Tuition Equalization Grant (TEG) is tuition restricted. If a student withdraws or drops a class after census date, TEG will only be adjusted if TEG plus institutional grants and scholarship are greater than tuition.

SATISFACTORY ACADEMIC PROGRESS (SAP) STANDARDS

Federal regulations require that all student financial aid recipients make satisfactory academic progress toward achieving a certificate or degree. Progress is measured by the student's cumulative grade point average and credits earned in relation to those attempted and the length of the academic program. That standard applies to ALL terms regardless of whether or not the student received financial aid. NOTE: This policy should be read in conjunction with the university's policy on Academic Good Standing and Academic Probation/Suspension.

Satisfactory Academic Progress at TLU will be measured at the end of each academic year for all students. For financial aid purposes, May term, Summer A and Summer B terms will be combined to create one summer semester.

I. Progress Standards

Quantitative Standard

Students must, at a minimum, satisfactorily complete 75 percent of all courses attempted in each semester. Satisfactory grades consist of A, B, C and D.

Unsatisfactory grades are F, DF, W, I or any other grade that does not result in credits completed. All credit hours the student is enrolled for on the census day of each term will be included in credits attempted regardless of whether the class was successfully completed. Repeated courses count each time the course is attempted. (A 3-hour course taken three times would count as 9 credit hours attempted.) Students are expected to complete their degrees within eight semesters when attending college full time unless their program of study requires more than eight semesters to graduate. Financial aid eligibility is suspended after a student has attempted 125 percent of the credits required to complete the degree.

Qualitative Standard

Students must also meet the academic standards of TLU as outlined in the TLU Student Handbook and shown below.

| <u>Cumulative Credit Hours Completed</u> | <u>Minimum Cumulative Grade Point Average (GPA)</u> |
|--|---|
| 0-26 | 1.8 |
| 27+ | 2.0 |

Withdrawals (“W” grades), which are recorded on the student’s permanent academic transcript, will be included as credit hours attempted and will have an adverse effect on the student’s eligibility to meet the completion rate requirements for financial aid.

Incomplete grades—Courses that are assigned an incomplete grade are included in the cumulative credits attempted. These cannot be used as credits earned until a successful grade is assigned.

Repeated Courses—Repeated courses enable the student to achieve a higher cumulative GPA. However, repeating courses adversely affects the student’s ability to meet the complete rate requirements as a repeated course is counted toward credit hours attempted each time the course is taken. Students may retake courses for which they have previously received a grade of “F” as many times as it takes to successfully complete the course. However, once a student receives a grade of “D” or higher, financial aid can only pay for one retake of the course.

Transfer Students

Only credits officially accepted in transfer and specifically applied toward a student’s certificate or degree will be counted toward the maximum credit hours allowed. If the student is required to take hours above the maximum number allowable as a result of transfer from another institution, the student may submit a written appeal to the Office of Financial Aid requesting an extension.

Second Degree Students

Only officially accepted credits which are specifically applied toward the student’s current certificate or degree program will be included in the maximum number allowed.

Part-time Students

Cumulative GPA requirements are the same as for full-time students. The number of semesters required to complete the program will depend on hours registered. Students must successfully complete the majority of hours attempted each semester. However, no student will receive financial aid once 125 percent of the required hours to complete the program have been attempted.

II. Financial Aid Probation

Students will be sent a financial aid SAP letter if they fail to meet either the qualitative or quantitative standard as outlined.

Students will be required to submit a financial aid appeal letter petitioning TLU for reconsideration of his or her eligibility for Federal Student Aid funds.

III. Financial Aid Appeal Process

A student who fails to meet these standards and has lost eligibility for financial aid may appeal this decision. In the appeal, the student must explain why she/he was not making progress and what has changed so that she/he will begin making progress. Appeals must be in writing and must be accompanied by appropriate supporting documents. Appeals should be submitted to the Office of Financial Aid at least two (2) weeks before the beginning of the student's next semester of enrollment. Reasons that may be acceptable for the appeal are: (1) serious illness or accident on the part of the student; (2) death, accident or serious illness in the immediate family; (3) change in academic program; (4) other extenuating circumstances. The reasonableness of the student's ability for improvement to meet the appropriate standards for the certificate or degree program in which the student is enrolled will be taken into consideration.

IV. Financial Aid Disqualification

Students failing to meet the qualitative and quantitative standards at the end of the academic year will become ineligible for financial aid.

A student will automatically become ineligible for financial aid (regardless if an appeal had previously been approved when a student receives grades of "F" in all courses attempted in any semester. In evaluating satisfactory progress, a grade of "I" will be considered an "F".

Students who pre-register for a subsequent semester before grades are evaluated and who use financial aid to defer tuition and fees may owe a financial aid repayment if they do not maintain satisfactory academic progress and have been disqualified from financial aid once grades are posted and reviewed.

A student who is disqualified from financial aid more than one time for failure to meet these standards must meet with a financial aid counselor to discuss plans for re-establishing financial aid eligibility. Unless there are extenuating circumstances, a student in this category should expect to enroll for at least 12 semester credits without financial aid and successfully pass all courses with a minimum of a 2.0 GPA to be reconsidered for financial aid.

Disqualification from financial aid does not prevent a student from enrolling without financial aid if he or she is otherwise eligible to continue their enrollment. However, the student should be aware that TLU's policies for academic eligibility and financial aid eligibility closely mirror one another, since both are measures of satisfactory academic progress intended to encourage behavior which leads to academic success.

Appeals will be reviewed by the Financial Aid Committee in conjunction with the Director of Financial Aid and will be approved, denied or approved for a **probationary** period not to exceed one semester unless an approved **academic plan** is in place. If an appeal is granted, the student will be placed on Financial Aid

Probation and must earn a minimum 2.0 semester GPA and successfully complete a minimum of 75 percent of the credit hours for which the student has registered to continue to be eligible for financial aid.

V. Regaining Eligibility

Students who failed to meet these standards and who choose to enroll without the benefit of financial aid may request a review of their academic record after any term in which they are enrolled without the receipt of financial aid. If the standards are met, eligibility is regained for subsequent terms of enrollment. Students should consult with a financial aid counselor to determine what must be done to regain eligibility.

NOTES

VII. Student Life & Learning

Texas Lutheran University is concerned with the development of the whole student and supports the belief that a student's education is more than the sum of classroom experiences. The Office of Student Life and Learning exists to enhance the student's learning experience by sharing the commitment to the school's educational mission and striving to increase student learning through teaching, advocacy, counseling, support, services and personal interactions.

The Office of Student Life and Learning works together with students, faculty and staff to provide a variety of opportunities for student involvement in a full range of academic, social, cultural, spiritual and physical activities and organizations. The division is headed by the Vice President and Dean of Student Life and Learning and is comprised of the following: Academic Advising, Academic Support Services, Career Development Services, Counseling Services, Dean of Students Office, Disability Services, First Year and Campus Programs, Health Services, Residence Life and Student Activities. The information below gives a brief description of each department along with an abbreviated list of student organizations. Detailed information about student programs and organizations and university policies can be found in the TLU Student Handbook located on the TLU website and the MyTLU portal, https://my.tlu.edu/ICS/Student_Life.

ACADEMIC ADVISING

The Academic Advising program is administered through the Dean of Students office and is carried out by TLU faculty members. The purpose of the academic advising program is to assist students in the development of meaningful educational goals that are consistent with personal interests, values and abilities. Although many individuals on campus, including academic advisors, may assist the student in making decisions and accomplishing goals, the academic advisor is granted formal authority by the university to approve the student's academic program of study and assist the student in progressing toward the appropriate degree.

ACADEMIC SUPPORT SERVICES

Texas Lutheran University Academic Support Services provides academic assistance to all TLU students and is comprised of the Academic Support Center, Early Academic Warning Program, the Developing Scholars Program and the Student Alert System.

Academic Support Center

The Academic Support Center provides support for all TLU students, houses

the campus tutoring and Supplemental Instruction programs and provides campus-wide academic workshops, individual academic counseling and support. The Academic Support Center office is located in the Meadows Center Suite of the Alumni Student Center.

Early Academic Warning Program

The Early Academic Warning Program is for all first-year students, transfer students, athletes and students on academic probation and is conducted after the third and sixth week of each semester. The three-week inquiry includes checks on behavioral issues that could lead to academic difficulty and the six-week check consists of grades earned as of that date. Those students who receive alerts will be contacted and provided information on campus resources available to improve their academic success.

Developing Scholars Program

The Developing Scholars program is a voluntary program for students who have been placed on academic probation. Students who choose to participate will meet with a campus support person bi-weekly and receive the individual support needed to work toward returning to good academic standing.

Student Alert System

The Student Alert System is provided for faculty and staff who have concerns about students. After being notified of the concern, the Office of Student Life and Learning will contact the student for follow-up and provide appropriate information and/or referrals as needed.

CAREER DEVELOPMENT SERVICES

The Office of Career Development Services assists students as they move through the steps of career exploration and decision making from the first year to graduation and beyond. The office provides students with assistance in assessing their interests and abilities, exploring the world of work, finding appropriate graduate schools, employment and internship opportunities, résumé assistance, job skills assessment, conducting a job search and recruitment services including on and off-campus interviewing in addition to a resource library.

COUNSELING SERVICES

The university provides psychological help at no cost through Counseling Services, which is staffed with a licensed counselor and interns. The primary purpose of this department is to provide problem resolution and short-term, solution-focused therapy. Students who need long-term treatment, and/or more than four sessions a month and/or specialty treatment should make arrangements to see community health professionals. For medication management, students may contact medical professionals in the Seguin area.

DEAN OF STUDENTS OFFICE

The Dean of Students office serves students as they manage academic, personal, social and emotional issues and concerns; represents their needs to others; and

represents the university's interests to them. The Vice President and Dean of Students serves as the senior student affairs officer and also assumes responsibility for the following:

- Office of Student Life and Learning
- Strategic planning
- Student issues
- Parent relations
- Student conduct
- Student Concerns Assessment Team
- Academic Support Programs

DISABILITY SERVICES

The university has a long-standing commitment to serve a diversified community. Included in this commitment are ongoing efforts to make the learning resources and physical facilities of the university accessible to students with disabilities. In accordance with the terms of the Americans with Disabilities Act of 1990 (A.D.A.), TLU provides reasonable accommodations for students with physical/medical and/or learning disabilities and/or psychological disabilities. A request for reasonable accommodations should be initiated in the office of the A.D.A. coordinator, Meadows Center, Alumni Student Center.

FIRST YEAR AND CAMPUS PROGRAMS

The First Year and Campus Programs office coordinates New Student Orientation and a wide range of programs focusing on support for specialized student populations and campus wide retention efforts on the first year and students in transition. This office is home to such programs as Peer Mentors, Parent & Family support and academic and social initiatives for commuters, transfers, athletes, veterans and first-generation students.

HEALTH SERVICES

The university maintains a part-time health service for the benefit of all students. The goal of the health program is to promote and maintain the health and general well being of students through routine medical examinations, clinical services and health instruction. TLU requires all incoming students to complete an online health form and show proof of current meningitis vaccination.

The health center is staffed by a registered nurse. Students are entitled to limited service from local healthcare providers during scheduled, on-campus visits.

RESIDENCE LIFE

The university's mission is to develop the whole person—academically, spiritually and socially—and living on campus is a significant part of an enriching college experience. Two-thirds of TLU's students live on campus in a variety of configurations including six residence halls and four on-campus apartment complexes. Each residential living option provides a safe and welcoming environment where students can easily walk to class, Hein Dining Hall or the fitness center at Jones Sports Complex.

Full-time students are required to live in university housing, except for students who are married, over 21 years of age at the beginning of the fall semester, have lived on a college or university campus for a minimum of four semesters or are commuting from their parent's/guardian's home within a 30-mile radius of Seguin. Requests for exceptions to this policy are initiated by completing the housing exemption form located at my.tlu.edu under the Residence Life tab. Any supporting documents should be sent to the Residence Life Office. If a student's academic load drops below 12 hours during the course of a semester, the university reserves the right to require that student to live off-campus. This also applies to students who elect part-time study at the beginning of the spring term after having carried a full course load the previous semester. Students or applicants under the age of 18 will be reviewed on a case-by-case basis. Students who begin the academic year in residence commit themselves to a full year of residence in university housing except for marriage, graduation, study abroad, student teaching, internships outside the local area or withdrawals. Campus housing assignments are made without regard to race, creed, color, sexual orientation or national origin.

STUDENT ACTIVITIES

Student Activities encourages student involvement through a wide variety of organizations, events, activities, workshops, seminars and structured experiences that promote personal learning and growth in a student-centered environment. Below is a partial listing of various campus organizations managed by this office with further information available in the TLU Student Handbook or from the director at 830-372-6040.

Campus Ministry and Religious Organizations

| | |
|----------------------------|--|
| Campus Crusade for Christ | Catholic Student Organization (CSO) |
| Campus Ministry Leadership | Fellowship of Christian Athletes (FCA) |
| Canterbury Association | Wesley Foundation (Methodist) |

Campus Organizations

| | |
|--------------------------------------|-----------------------------------|
| Admissions Ambassadors | Collaborative Learning Assistants |
| Student Government Association (SGA) | Cheerleaders |
| Black & Gold President's Council | Resident Assistants |
| Supplemental Instructors | Goldstar Dance Team |
| Campus Activities Board | Peer Mentors |

Departmental Organizations

| | |
|-------------------------------------|-------------------------------------|
| Athletic Training Club | Association for Computing Machinery |
| Geography Club | Philosophy Club |
| Mathematical Association of America | Pi Rho |
| Psychology Club | Kinesiology Club |
| Society of Physics Students | Student Education Association |
| Texas Academy of Science (TAS) | National Alliance of Mental Illness |
| Pre-Health Professions Club | |

Fitness and Campus Recreation

| | |
|------------------|-----------------|
| Basketball | Sand Volleyball |
| Dodgeball | Softball |
| Fitness Contests | Tennis |
| Flag Football | Volleyball |
| Kickball | Water Aerobics |
| Racquetball | Zumba |

Honorary Greek Organizations

| | |
|---|---|
| Alpha Chi (national honor society) | Iota Tau Alpha (athletic training) |
| Alpha Kappa Psi (business) | Psi Chi (psychology) |
| Alpha Rho Tau (art) | Alpha Lambda Delta (honor society) |
| Beta Beta Beta (biology) | Alpha Mu Gamma (honor society) |
| Delta Epsilon Iota (national honor society) | Lambda Pi Eta (communication) |
| Alpha Psi Omega (theatre) | Delta Mu Delta (Internat'l honor society) |
| Phi Alpha Theta (education) | Sigma Tau Delta (English) |
| Pi Lambda Theta (education) | Sigma Pi Sigma (physics) |
| Theta Alpha Kappa (theology) | |

Intercollegiate Athletics

| | |
|------------------------------------|-----------------|
| Student Athlete Advisory Committee | |
| Women's | Men's |
| Basketball | Basketball |
| Cheerleaders | Baseball |
| Cross Country | Cheerleaders |
| Golf | Cross Country |
| Soccer | Golf |
| Softball | Soccer |
| Tennis | Football |
| Track and Field | Tennis |
| Volleyball | Track and Field |

Musical Organizations

| | |
|-----------------------------------|---------------------|
| Bulldog Band Association | TLU Choir |
| Bulldog Pep Band | TLU Concert Band |
| Bulldog Orchestra Association | TLU Drumline |
| Kappa Kappa Psi (band fraternity) | TLU Jazz Band |
| Kantorei Chamber Choir | TLU String Ensemble |
| Mid-Texas Symphony | TLU Women's Choir |
| Tau Beta Sigma (band sorority) | TLU Chamber Winds |

Professional Organizations

| |
|--------------------------------------|
| Alpha Kappa Psi |
| American Marketing Association (AMA) |
| Student Education Association (SEA) |

Service and Social Organizations

| | |
|---|------------------------------------|
| Black Student Union (BSU) | Veterans & Society Together (VAST) |
| Shabach Gospel Choir | TLU Gamers |
| Communications Club | Water To Thrive |
| Gay and Straight Alliance | Pre-Health Professions Club |
| Environmental Action (EnAct) | Women, Inc. |
| Mexican-American Student Association (MASA) | Residential Housing Association |
| Habitat for Humanity | Service Through Music |
| TLU Student Veterans of America | Goldstar Dance Team |
| Dog Squad | |

Social Greek Organizations

| | |
|--------------------------|---------------------|
| Greek Council | |
| Inter-Fraternity Council | |
| Inter-Sorority Council | |
| Sororities | Fraternities |
| Beta Alpha Sigma | Omega Tau |
| Delta Alpha Delta | Sigma Phi Theta |
| Kappa Pi Gamma | Zeta Chi |
| Sigma Delta Lambda | |
| Xi Tau | |

TLU HONOR CODE

In 2012, the TLU Student Government Association spearheaded the establishment of a student honor code. In an effort to be inclusive of overall community aspirations, the goal of this code was to capture not only honorable academic behavior, but the approach to and behavior within the overall campus community. The adopted TLU Honor Code is:

Bulldogs demonstrate respect, pride, and leadership through integrity and accountability in our academics and community.

Academics—We are part of a team that is determined and dedicated to our education. For our success, the faculty will challenge our understanding in a competitive learning environment. We will fulfill coursework with our own ideas, give recognition to others when we borrow, and hold our peers to the same.

Beliefs—TLU has a diverse and meaningful faith based atmosphere that fosters spiritual growth and humility. Our beliefs promote honest and integrity in all that we do.

Community—Our school spirit and tight knit community are a result of our friendly, supportive, compassionate and open environment. As long as we strive to be exemplary, TLU's prestigious traditions will provide lifelong opportunity through networking and personal empowerment.

STUDENT GOVERNMENT

All full-time students are members of the Student Government Association. The

student body president and vice-president, together with a representative Student Senate, work with faculty and staff in achieving university goals and in providing an open forum for student opinion and action.

Students nominated by the student body president represent student opinion on many university committees that are concerned with academic matters as well as certain aspects of the co-curricular program.

STUDENT PUBLICATIONS

Lone Star Lutheran (newspaper)

The Sidewalk (student magazine)

THEATRE ORGANIZATIONS

TheatreXpress

(Students of all majors are encouraged to audition for fall and spring productions.)

NOTES

VIII. Intercollegiate Athletics

The intercollegiate athletics program exists for the sake of the students at Texas Lutheran University in promoting growth and development. That philosophy also promotes the concept of being the best person one can be in the classroom and on the field. Intercollegiate athletics provides equal opportunity for talented male and female students to participate in a nationally competitive sports program that is values-based and educationally sound.

Two primary goals are of interest to the student-athletes who participate in the program:

1. Every student-athlete who completes his/her eligibility is expected to graduate.
2. Each sport should aspire to be competitive at the conference, regional and national levels.

Texas Lutheran University is a full, active NCAA Division III institution and a member of the very competitive Southern Collegiate Athletic Conference. Through the SCAC's NCAA affiliation, conference champions in most sports are awarded automatic bids to NCAA post-season championship play. Members of the SCAC, as with all NCAA Division III member institutions, cannot award grant-in-aid to their student-athletes solely on the basis of participation in intercollegiate athletics.

Eighteen sports are sponsored. Women participate in basketball, cross country, golf, soccer, softball, tennis, indoor and outdoor track and volleyball. Men participate in baseball, basketball, cross country, football, golf, soccer, tennis and indoor and outdoor track. The schedules for all teams are very competitive.

The sports are coached by highly competent head coaches, each considered to be a master teacher. Most of the teams have at least one assistant coach. Some of the head coaches hold faculty appointments as well, and fully understand, support and encourage the student-athlete concept. Individuals are recruited who will make significant contributions to the team goals and who will maintain high academic standards. Student-athletes who are interested in a specific sport are encouraged to visit with the coaches regarding interest in, and opportunity for, participating in intercollegiate athletics.

STUDENT ATHLETE MEDICAL INSURANCE POLICY

All student-athletes are required to carry comprehensive medical insurance in order to play and practice intercollegiate sports at Texas Lutheran University. Proof of coverage must be provided to the TLU athletics insurance coordinator before the student will be allowed to play or practice. Acceptable proof of coverage is a copy of the student's medical insurance card and insurance policy

acknowledgement form. In addition, the TLU Medical Insurance Information Form must be completed and submitted to the TLU athletic training staff at the beginning of each academic year.

Student athletes will not be cleared for athletic participation until all insurance documentation and completed forms have been submitted to the athletic training staff.

An acceptable health insurance policy must include the ability to procure healthcare services from providers in the Seguin/New Braunfels geographical area and have a per occurrence maximum coverage limit of \$90,000 or more. It must also include coverage for injuries as a result of intercollegiate sports. If you need assistance in finding a suitable health insurance policy for your student athlete, please contact the TLU athletics insurance coordinator.

TLU provides secondary/excess medical insurance coverage only. This means that in the event that a student athlete is injured while playing or practicing for intercollegiate sports, TLU will pay a limited portion of the cost of care. TLU's secondary/excess coverage will pay the following:

- a. The first \$500 in deductible. If the primary plan deductible is higher, then the student and his/her family are responsible for any amount more than \$500.
- b. No more than 30 percent of customary and usual charges for any procedure, visit, x-rays, etc.
- c. TLU will only pay up to \$2,500 out-of-pocket expense/year for an individual student. Once TLU has paid the above deductible and 30 percent of the out-of-pocket charges up to \$2,500, the remaining balance would then be the responsibility of the student and his/her family. Therefore, TLU's total financial responsibility per calendar year will not exceed \$3,000.

PLEASE NOTE: TLU will pay only the above amounts through our secondary/excess insurance provider. Any other amounts are the sole responsibility of the student and his/her family.

Parents and/or students must notify the TLU athletics insurance coordinator in writing of any change in insurance coverage or status. If a student-athlete becomes uninsured at any time, he/she will not be allowed to play and/or practice until replacement coverage has been procured and proof of coverage provided to the TLU athletic training staff. If a student becomes injured and is not insured, or has lost prior coverage, TLU will not provide insurance coverage or pay any expenses except as provided above.

IX. Directory of Personnel

TEXAS LUTHERAN UNIVERSITY CORPORATION

Texas Lutheran University is a university of the Evangelical Lutheran Church in America (ELCA). It is a nonprofit corporation of the state of Texas. The Northern Texas-Northern Louisiana, Southwestern Texas and Texas-Louisiana Gulf Coast Synods of the ELCA each elect nine members of the corporation. The board of regents also elects nine members of the corporation and the bishops of the three synods are ex officio members. The corporation, which meets annually on campus, elects the members of the board of regents and has the authority to amend the university's Articles of Incorporation and Bylaws.

Javier Alanis, executive director, Lutheran Seminary Program of the Southwest, Austin.

Jamie Bruning, pastor, Northern Texas-Northern Louisiana Synod, ELCA, Garland.

George Brookover, ELCA pastor/consultant, Kingwood.

Brett Carleton, CFP/Partner, Heritage Wealth Management, Houston.

Darren Dunn, general manager, KWED Radio, Seguin.

Kristen Gronberg Etheredge, partner, A.T. Kearney, Southlake.

Anna Geleske, owner and president, The Salon Professional Academy, Argyle.

Susan Giesecke, retired certified financial planner, Houston.

Melvin J. Hammer, retired pastor, Duncanville.

Beth Hartfiel, director of faith formation, Texas-Louisiana Gulf Coast Synod, ELCA, Houston.

Kevin Kanouse, bishop, Northern Texas-Northern Louisiana Synod, ELCA, Dallas.

Matt Kindsvatter, executive director, Lutherhill Ministries, La Grange.

Jonathan Lys, director of youth/family ministry, Shepherd of Life Lutheran Church, Arlington.

Sharon Martella, pre-school teacher, Arlington.

Leah Matocha, piano keyboard teacher, Victoria Area Center for Advanced Learning (HS) Music Director, Trinity Lutheran Church, Victoria.

Robin Melvin, attorney/ of counsel, Graves Dougherty Hearon & Moody, Austin.

Lee Mueller, rancher and retired banker, San Antonio and Cleveland, NC.

Jo Murphy, retired vice president, Houston Endowment, Houston.

Whitney Myers, church and community leader, Austin.

Barbara Nelleremoe, retired state district court judge, San Antonio.

Kerry Nelson, pastor, Faith Lutheran Church, Bellaire.

Jessica Noonan, director of children's ministry, Living Word Lutheran Church, Katy.

Lenora E. Ohlenbusch, community volunteer, retired CPA Deloitte & Touche, Houston.

Elliot Pancoast, ELCA pastor, Llano.

Bonnie Parker, pastor, Gethsemane Lutheran Church, New Orleans.

Carlos Peña, vice president of the Evangelical Lutheran Church in America (ELCA), Galveston.

Jonathan Price, assistant professor of geosciences, Midwestern State Univ., Wichita Falls.

Terry Richter, clinical social worker/psychotherapist, Interface Samaritan Counseling Centers, Houston.

Michael Rinehart, bishop, Texas-Louisiana Gulf Coast Synod, Evangelical Lutheran Church in America, Houston.

Susie Schnelle, pastor, Gethsemane Lutheran Church, Austin.

Vernell Shuey, psychotherapist, Counseling Resources, Dallas.

Robert Thonhoff, president and engineer, Thonhoff Consulting Engineers, Austin.

Ray Tiemann, bishop, Southwestern Texas Synod, ELCA, Seguin.

Larry Tuttle, president/CEO, Guide Dogs of Texas, San Antonio.

F. Gary Valdez, president, Focus Strategies Investment Banking, Austin.

Stephanie Varnum, vice president, Northern Texas-Northern Louisiana Synod, ELCA, Farmer's Branch.

Michelle Krejci Wallis, executive director of innovation and development, Austin ISD, Austin.

Hal G. Wolff, attorney/partner, Hoover Slovacek, LLP, Houston.

Karl Woodling, CPA, business owner, Dallas.

BOARD OF REGENTS

The Texas Lutheran University Board of Regents is the policy making body in the governance structure of the university. The board's members are elected by the Texas Lutheran University Corporation. Meetings are held three times each year. The board's executive committee includes the chair, vice chair, secretary, treasurer and three at-large members.

John M. Agather, president & CEO, Agather International Corporation, San Antonio.

Glynn Bloomquist, secretary, CEO & Chairman, Empressario LLC, Austin.

Nancy Breland, treasurer, JD, CPA, CFP, Breland & Breland, Houston.

Dan Church, vice chairman, Axon Energy Products, Spring.

Patricia Dietrich, pastor, First Lutheran Church, Temple.

Susan Evers, retired financial executive, USAA, San Antonio.

Charles Franks, CPA, retired, Valero Energy Corporation, San Antonio.

Ilene Gohmert-Leck, CPA, Cuero.

Joel Gronberg, senior associate, PricewaterhouseCoopers, Houston.

Demetrius Hardeman, auditor, Criminal Investigations Unit, Internal Revenue Service, Houston.

Andrew Huang, Director of Marketing, The Galleria, Houston.

Richard Manske, attorney, Manske & Manske, El Campo.

Verne Lundquist, sports commentator, CBS Sports, Steamboat Springs, Colo.

Robert G. Moore, pastor, Christ the King Lutheran Church, Houston.
 Luis J. Moreno, chief of staff, State Senator Juan Hinojosa, Austin.
 Robert L. Oliver, founder/manager, Metano Energy, San Antonio.
 Wesley Peoples, chair, founder/president, Wes Peoples Homes, Austin.
 Russ Rinn, EVP of metals recycling, Steel Dynamics, Inc., president and CEO of OmniSource Corporation, Fort Wayne, Ind.
 Steve Rode, pastor and mission developer, Our Savior Lutheran Community, Boerne
 Xavier Rodriguez, U.S. District Judge, San Antonio.
 Jairo Romero, chief revenue officer & executive vice president, Drillinginfo, Austin.
 Ann Saegert, attorney, Haynes and Boone, Dallas
 Charlotte Woods Smith, chief financial officer, Lee Anderson Company, Brenham.
 Marie Hall Smith, church and community leader, San Antonio.
 William F. Staats, professor emeritus of finance, Louisiana State University, Baton Rouge.
 Richard L. Torgerson, president emeritus, Luther College, Decorah, Iowa.
 Lewis F. Westerman, vice chair, senior director of real estate, Silver Ventures, San Antonio.
 Mark Williamson, vice president, Eagle Eye Events, Ponte Vedra Beach, Fla.

REGENTS EMERITI

Robert L. Beglau, retired Thrivent/Lutheran Brotherhood managing partner/general agent, Great Southwest Agency, Austin.
 Fred Biery, U.S. District Judge, San Antonio.
 Marion Brekken, church and community leader, Grapevine.
 V. George Brookover, Evangelical Lutheran Church in America, Intentional Interim Minister/owner, Brookover Leadership Development and Consulting, Kingwood.
 Jack Bush, president, Raintree Partners, Inc., Dallas.
 Carol DeHaven, retired principal, Memorial Primary School, New Braunfels.
 Edwin Dentler, retired CPA, Victoria.
 Pam Dickson, church and community leader, Humble.
 John Donegan, consultant, CMC Americas, Seguin; retired president, First National Bank, Seguin.
 Carol R. Drucker, physician, The Woodlands.
 Philip Dunne, president, Advanced Containment Systems, Inc., Friendswood
 Larry Franklin, financial representative, Thrivent Financial for Lutherans, Lubbock.
 Susan Giesecke, retired, certified financial planner, Houston.
 Jim Hammond, partner, Tradewinds Oil and Gas, Indonesia; partner, Tomball Jet Center, Spring; board, Imperial Petroleum Recovery Corp., Dayton; director, So. Tx. Algae, Dayton; board, Lutheran Social Services, Kingwood.
 Roger Hemminghaus, consultant, retired chairman and CEO of Ultramar Diamond Shamrock, San Antonio.
 Shirley J. Herres, church and community leader, San Antonio.
 Daniel Juarez, MD, PA; clinical assistant professor, Department of Internal Medicine, UTHSC at San Antonio.

Paula Kaplan, managing partner, Kaplan Partners, Ltd., Longview.
 Edward Kruse, chairman of the board, Blue Bell Creameries, Brenham.
 Kathy Graeber Kubelka, retired educator, owner, Kathy's Catering, Richmond.
 Jon Lee, retired senior pastor, King of Glory Lutheran Church, Dallas.
 Nancy Maeker, director, A Minnesota Without Poverty, Minneapolis, Minn.
 Joe C. McKinney, vice chairman, Broadway National Bank, San Antonio.
 Robin Melvin, attorney, Graves, Dougherty, Hearon & Moody, PC, Austin.
 Arnold Moede, retired ELCA pastor, Seguin.
 Lee Mueller, rancher, Live Oak Farms, Concord, N.C.
 Karen Norman Mueller, church and community leader, San Antonio.
 Elliott Pancoast, part-time pastor, St. James Lutheran Church, Llano.
 Bill Petmecky, retired senior vice president, Seneca Resources Corporation, Fredericksburg.
 Claudette Pfennig-High, church and community leader, Pearland.
 Allan H. Sager, professor emeritus for contextual education, Trinity Lutheran Seminary, Columbus, Ohio.
 Laura Sanford, president, AT&T Foundation, Dallas.
 Berger Wallin, retired, executive vice president, Sundstrand Corp., Morrison, Colo.
 Michael Washington, associate director of admissions, The University of Texas at Austin.
 Graham Weston, chairman, Rackspace Hosting, San Antonio.
 Evangeline G. Williams, investments/real estate, Lakeway.

PRESIDENT EMERITI

Charles H. Oestreich, (1969), president emeritus. B.S., Capital University; M.S., Ph.D., Ohio University; L.L.D., honoris causa, Capital University.
 Jon N. Moline (1994), president emeritus. A.B., Austin College; Ph.D., Duke University.

FACULTY EMERITI

Bernard C. Baumbach (1950), professor emeritus of sociology. B.A., Capital University; M.A., Ph.D., The University of Texas at Austin.
 Harry W. Bischoff (1950), professor emeritus of biology. B.A., Evansville College; M.S., Vanderbilt University; Ph.D., The University of Texas at Austin.
 Louis E. Bittrich (1960), professor emeritus of English studies and theater. B.A., Gustavus Adolphus; M.A., Bowling Green State University; Ph.D., The University of North Carolina.
 Dorothy Ann Brown (1961), associate professor emeritus of education. B.S., University of North Texas; M.A., George Peabody College.
 Nancy A. Burris (1989), professor emeritus of education. B.A., M.A., Ph.D., Texas Woman's University.
 Aida Apter-Cragolino (1990), professor emeritus of modern and classical languages. Law degree, Universidad de Buenos Aires; M.A., Ph.D., Ohio State University.
 Lorne Davis (2002), Professor Emeritus of Physics. B.S., Texas A&M University; A.M., Washington University, Ph.D., Texas A&M University.

- Shirley Dean** (1985), instructor emeritus of biology. B.S., University of North Carolina, Greensboro; M.P.H., University of Michigan, Ann Arbor.
- Susan K. Duke** (1973), associate professor emeritus of kinesiology. B.S., Arkansas Polytechnic College; M.S., University of Wisconsin.
- Frank W. Giesber** (1966), professor emeritus of economics. B.S., TLU University; J.D., The University of Texas School of Law; Ph.D., The University of Texas at Austin.
- Mark O. Gilbertson**, (1973), professor emeritus of philosophy. B.A., Augustana College (SD), M.A., Ph.D., University of Southern California.
- Jay H. Heizer** (1988), professor emeritus of business administration. B.B.A., M.B.A., University of North Texas; Ph.D., Arizona State University.
- Robert L. Hiner** (1965), professor emeritus of psychology. B.A., Texas Christian University; M.A., Ph.D., The University of Texas at Austin.
- Layne D. Hoppe** (1971), professor emeritus of political science. B.A., Texas A&M University; M.A., University of Houston; Ph.D., University of Arizona.
- Patrick Hsu** (1985), professor of modern languages, director of information services, university librarian emeritus. B.A. National Cheng-Chi University; M.S.L.S., Western Michigan University.
- M. R. Jaroszewski** (1965), assistant professor, registrar, director of administrative services, and dean of continuing education emeritus. B.S., Sam Houston State University; M.A., The University of Texas at Austin.
- R. Clarence Lang** (1972), faculty emeritus. B.A., Wartburg College; B.D., Wartburg Theological Seminary; M.A., University of South Dakota; Ph.D., University of Kiel, Germany.
- Georgette K. Maroldo** (1970), associate professor emeritus of psychology. A.B., Long Island University; M.A., Hofstra University; Ph.D., The University of Texas at Austin.
- Richard Milk** (1985), Professor Emeritus of History. B.A., The University of Texas at Austin; M.A., California State University, Los Angeles; Ph.D., Indiana University.
- Billy D. Musgraves** (1979), assistant professor emeritus of mathematics and computer science. B.S., West Texas State University; M.S., Stephen F. Austin State University, M.A., Texas State University.
- John Nellermoe** (1979), assistant professor of art. B.A., Concordia College-Moorhead; M.A., Wisconsin State University.
- Luther Oelke** (1975), director emeritus of church relations. B.S., TLU University; M.Div., Trinity Lutheran Seminary.
- W. Preston Reeves** (1965), professor emeritus of chemistry. B.S., M.A., Texas Christian University; Ph.D., The University of Texas at Austin.
- L. Hernan Rivera** (1986), professor emeritus of mathematics and computer science. Licenciado, University Mayor De San Andres LaPaz, Bolivia; M.A. University of Oregon; Ph.D., Southern Illinois University.
- Juan Rodriguez** (1981), Professor Emeritus of English and Communication Studies and Modern Languages. B.A., M.A., Texas Tech University.
- Paul O. Scheie** (1973), professor emeritus of physics. B.A., St. Olaf College; M.S., University of New Mexico; Ph.D., The Pennsylvania State University.
- Walter Seidenschwarz** (1968), assistant professor emeritus of English and communication studies. B.S., TLU University; M.A., Eastern New Mexico University.

- James L. Shuler** (1972), assistant professor emeritus of kinesiology. B.S., Carson Newman College; M.A., Incarnate Word College.
- Evelyn Fiedler Streng** (1946), professor emeritus of science. B.S., State Teachers College, Md.; M.A., Texas State University; D.Sc., honoris causa, Dana College.
- Jack R. Tennison** (1970), associate professor emeritus of mathematics. B.S., M.S., East Texas State University.
- Ronald Utecht** (1985), professor emeritus of business administration. B.B.A., Baylor University; M.B.A., Ph.D., Arizona State University.
- David Wasmund** (1976), professor emeritus of chemistry. B.S., University of Washington; Ph.D., Southern Illinois University.
- Thomas G. Wilkens** (1968), professor emeritus of theology. B.A., Luther College; B.D., Luther Seminary; Ph.D., University of Aberdeen, Scotland.
- Anita F. Windecker** (1950), professor emeritus of music. B.Mus., M.M., The University of Texas at Austin.
- Betty Wolverton** (1972), assistant professor emeritus of English and communication studies. B.S., M.A., University of Missouri at Columbia.
- Kathryn M. Yandell** (1962), professor emeritus of kinesiology. B.S., M.A., Texas Woman's University; Ph.D., The University of Texas at Austin.

EMERITI AND RETIRED STAFF

- Richard Bailey** (1997), senior computer programmer/analyst emeritus.
- Jann Barber** (1995), secretary emeritus, Langner Hall, B.A., TLU University.
- Verlene Butler** (1995), retired facility services staff.
- Ruth Cavanaugh** (1986), retired president's office secretary.
- Sharon Craig** (1995), retired executive assistant to the president emeritus.
- Porfirio Deleon** (1971), retired facility services staff.
- Thomas Dodgen** (1979), director of physical plant emeritus.
- Doris Engelhardt** (1993), retired employment and benefits coordinator.
- Guadalupe Garcia** (1985), retired facility services staff.
- Violet Glover** (1978), admin. assistant to the assistant vice president for development and alumni relations emeritus.
- Kenneth R. Grimm** (1992), retired facility services staff.
- Adela Hairr** (1973), retired church relations/campus ministry secretary.
- Phillip C. Hambrick** (1995), director and chief of the university police department emeritus. B.S., The University of North Texas.
- Carol Hamilton** (1981), director emeritus of financial aid. B.S., TLU University; M.Ed., Texas State University.
- Janet Hill** (1993), administrative assistant to the vice president for academic affairs emeritus.
- Larry Hill** (1979), maintenance superintendent emeritus.
- G.P. Kiel** (1997), associate vice president for development emeritus. B.S.TLU University; M.A., Texas State University.
- Monica Hinson** (2001), retired marketing communications coordinator, B.S. State University of New York at Oswego.
- Donna Holmes** (1990), retired library technician in acquisitions emeritus.
- Dora Luna** (1985), retired accounts payable coordinator.

- Helen Martin** (1978), retired library technician in serials & secretary.
- John T. Masterson** (1999) executive vice president and provost emeritus. A.B., The College of Wooster; M.Div., Princeton Theological Seminary; Ph.D., University of Denver.
- Frances McClinton** (1985), retired facility services staff.
- Gil Merkle** (1997), chief information systems officer emeritus. B.S., U.S. Air Force Academy; M.S., Southern Methodist University.
- Laura Merz** (1974), retired communications specialist/dispatcher.
- Warren Mote** (1984), controller emeritus. B.A., Baylor University; CPA.
- Ron Perkins** (1993), retired preventive maintenance technician.
- Clyde Poe** (1979), physical plant director emeritus.
- Mary Anna Scheie** (1978), director of publishing services emeritus. B.S.Ed., University of Oklahoma.
- Harold Sager** (1969) vice president for principal gifts emeritus. B.A., TLU University; M.Div., Luther Seminary.
- Carol Skogman** (1971), retired financial aid secretary. B.S., Dana College.
- Elmer Soefje** (1989), retired facility services staff.
- Kathryn Tennison** (1981), retired community life secretary.
- Carl Weden** (1986), retired director of development. B.B.A., TLU University.
- Wynona Wells** (1980), retired postal services coordinator.

ADMINISTRATIVE STAFF

Office of the President

- Stuart Dorsey**, president. B.S.B.A., University of South Dakota; A.M., Ph.D., Washington University.
- Stephen P. Anderson**, assistant to the president for administration and public affairs. B.A., TLU University; M.A., Texas State University.
- Stephen J. Doerr**, director for Retired and Senior Volunteer Program. B.A., Texas Lutheran University.
- Stanley Meyer**, director of church relations. D.M. Austin Presbyterian Theological Seminary.
- Susan Rinn**, executive assistant to the president. B.A., Southwestern University; M.A., Emerson College.
- Kara Joy Stewart**, campus pastor, B.A., Furman University, M.Div., Trinity Lutheran Seminary.
- Jonathan Zitelman**, director of event services. B.A., Texas Lutheran University

Office of the Vice President for Academic Affairs

- Deborah Cottrell**, vice president for academic affairs. B.S., Baylor University; M.A., Ph.D., University of Texas Austin.
- Kathie Aduddell**, director of nursing. E.D.D., Pepperdine University; M.S., Nursing University of Texas Medical Branch; M.S., Nursing University of Virginia.
- Jessica Anderson**, civic engagement coordinator. B.A./B.S., Texas Lutheran University.
- Charla M. Bailey**, director of international education programs. B.S., M.S., Emporia State University.

Timothy L. Barr, director of the Jon & Sandra Moline Center for Servant Leadership. B.A., Texas Lutheran University; Youth & Family Ministry Certification, Wartburg Seminary.

Jean L. Constable, director of institutional research. B.A., M.B.A., Our Lady of the Lake University, CFP.

Barbara E. Gettig, director of assessment. B.A., Texas Lutheran University; M.Ed., Texas State University.

Laura L. Jenschke, director of TLU/Mid-Texas Symphony Community Music Academy. B.M., University of Texas Austin; M.M. University of Texas San Antonio.

Elizabeth McArthur, access services librarian. M.L.S., Emporia State University

John McClusky, associate vice president for academic affairs. B.S., Texas Lutheran University; Ph.D., Yale University.

Sally Carroll Ricks, technical systems & e-resources librarian. B.M., Louisiana State University; M.M., Baylor University; M.L.S., University of Texas in Austin.

Martha A. Rinn, university librarian/associate professor. B.A., Texas Lutheran University; M.L.I.S., University of Texas Austin.

Information Technology

William R. Senter, director of information technology. B.A., M.B.A., Texas Christian University.

Kimberly Atchley, programmer analyst. B.S., Texas Lutheran University.

Mitchell A. Gould, senior programmer analyst. B.S., Texas A&M University Corpus Christi.

Daniel A. Lane, senior network and computer systems administrator. B.S., Southwest Texas State University.

Joseph Ramirez, III, senior programmer analyst. B.A., Texas Lutheran University.

Darryl Reid, programmer analyst. B.S. Texas Lutheran University.

Ronald V. Sozzi, IT infrastructure & a/v services coordinator.

Luke Tillman-Young, network and computer systems administrator. B.S., Texas Lutheran University.

Registration and Records

Glenn Yockey, registrar. B.S., Baylor University; M.A., John F. Kennedy University.

Marie R. Paiz, assistant registrar. B.A., Texas Lutheran University, M.A., St. Mary's University.

Office of Development

Rick Roberts, vice president for development and alumni relations. B.B.A., M.A., New Mexico State University.

Taylor Carleton, executive director of annual giving & alumni engagement. B.A., Texas Lutheran University.

Sharen Carley, executive assistant to VP of development. B.B.A., Southwest Texas State University.

Sam P. Ehrlich, director of corporate and foundation relations. B.A., Texas Lutheran University.

Ann Laird, research manager. B.A., University of Southern Maine; M.L.S., Syracuse University.

Fonda L. Mathis, director of research and development services. B.S., Texas State University.

P. Renee Rehfeld, assistant vice president for development. B.S., University of Tennessee; M.B.A., Texas A&M Commerce.

Noel Vella, director of leadership gifts. B.S., Corpus Christi State University; M.B.A., Texas A&M Corpus Christi.

Office of Enrollment Services

Tom Oliver, vice president for enrollment services. B.A., Southwestern University; M.L.A., Texas Christian University.

Jennica Botonis, admissions counselor. B.A., Baylor University; M.Ed., Texas State University.

Lori N. Burkhardt, information systems manager. B.B.A., Texas Lutheran University.

Sarah Carmichael, admissions counselor. B.A., Texas Lutheran University.

Bonnie Heitkamp, admissions counselor. B.A., Texas Lutheran University.

Angela Hisey, admissions counselor. B.S., Texas Lutheran University.

Debra L. Mattke, assistant director of financial aid. B.A., Texas Lutheran University.

Alecia N. McCain, director of transfer & graduate admissions. B.A., Texas Lutheran University. M.Ed., Texas State University.

Adam Navarro-Jusino, director of admissions. B.A., Lock Haven University.

Cheryle R. Sozzi, senior financial aid counselor.

Bonnie Trevino, director of financial aid. B.B.A., Sul Ross University Rio Grande College; M.A.A., University of the Incarnate Word.

Carli I. Valverde, associate director of admissions communications. B.A., Texas Lutheran University.

Cody Webb, admissions counselor. B.A., Texas Lutheran University.

Office of Finance

John Andrew Nelson, vice president for finance. B.S., Texas A&M University; M.B.A., University of the Incarnate Word.

Stacey Alexander, assistant controller. B.B.A., University of Texas San Antonio.

Geraldo Garcia, director of financial reporting. B.B.A., University of Texas San Antonio.

Irene Garcia, police captain.

Gary Hopper, chief, university police department. B.S., Texas State University.

Kim Mattheson, human resources administrator. J.D., M.B.A., Nova SE University; SPHR.

Sam P. Moy, senior staff accountant. B.A., Texas Lutheran University.

Lori A. Petty, director of accounting systems. B.A., Texas Lutheran University.

Edith H. Richardson, controller. B.B.A., Texas A&M University.

Toi Turner, human resources coordinator. B.B.A. Texas Lutheran University.

Lana C. Urbanek, director of auxiliary services. B.S., University of Wisconsin; M.A., Mankato State University.

Andy Vasquez, associate vice president for human resources and risk management.

B.A., University of Texas; CCP. SPHR

Ryan Welch, human resources assistant. B.B.A., Texas Lutheran University.

Facilities

Kirk Herbold, director of physical plant.

Kathy Hewell, assistant director of physical plant.

L. Gary Norville, maintenance superintendent.

James De La Zerda, custodial superintendent.

Office of Marketing and Communications

Sarah C. Story, vice president for marketing and communications. B.J., University of Texas Austin.

Ashlie Ford, senior staff writer/marketing communications specialist. B.A., Texas Lutheran University.

Jenni M. Morin, webmaster/communications specialist. B.A. (2), Centenary College of Louisiana; M.A., Syracuse University.

Terry Price, director of integrated marketing & emerging media. B.A., University of North Carolina; M.F.A., Virginia Tech.

Judith M. Samford, graphic designer. B.F.A., University of Kansas.

Office of Student Life and Learning

Kristi R. Quiros, vice president and dean of student life and learning. B.A., Texas Lutheran University; M.Ed., Texas State University.

Catherine A. Anderson, university nurse. B.A., B.S.N., University of Texas at Austin; RN.

Bernadette Buchanan, associate dean of student life and learning. Ph.D., Washington State University.

Lisa M. Cradit, director of academic support. B.A., East Texas State University; M.A., Texas State University.

Brian Ford, area coordinator/summer programs. B.A., Texas A&M University Kingsville.

Malikah Harvey, associate dean of student life and learning. B.A., M.Ed., University of South Florida.

Andella Janicek, director of student activities. M.S., Texas A&M University

Yu-jie "Jack" Kuo, university physician. B.S., Kaohsiung Medical College, Taiwan; M.D., The University of Texas Southwest Medical School.

Samira Lopez, first year and campus programs coordinator. B.A., The University of Texas San Antonio; M.A., University of the Incarnate Word

Amanda Taylor, area coordinator. B.A., Vanguard University.

Terry A. Weers, director of counseling services and ADA coordinator. B.A., Texas Lutheran University; M.A., St. Mary's University.

Kyle P. Wych, director of residence life. B.S., Huron University; M.A., University of Texas San Antonio.

Timothy Westmoreland, area coordinator. B.A., University of Texas San Antonio

Vacant, director of career development.

Athletics

- William W. Miller**, director of athletics. B.A., Texas Lutheran University; M.Ed., Sam Houston State University.
- Zachary Bond**, part-time assistant sports information director. B.A., University of Northern Colorado.
- Gregory K. Burnett**, head baseball coach. B.S., Howard Payne University; M.S., Texas A&M University Commerce.
- Mark A. Carey**, assistant football coach. B.S., M.Ed., University of Mary Hardin-Baylor.
- Brandon Chiuminetta**, assistant track & field/cross country coach/recruiter. B.B.A., University of Texas at San Antonio.
- Timothy E. Clark**, director of sports information and sports marketing. B.A., Texas Lutheran University.
- Martin Davenport**, part-time assistant track and field throws coach.
- Tiffany N. Davis**, head women's volleyball coach. B.S., Texas State University.
- Charles M. Dixon**, head women's basketball coach. B.S., Angelo State University.
- Austin Falke**, part-time assistant men's basketball coach. B.S., M.S., Stephen F. Austin University.
- Carl Gustafson**, assistant football coach. M.A., Texas A&M Kingsville.
- Braxton Harris**, assistant football coach and recruiting coordinator. B.A., M.A., University of Mary Hardin-Baylor.
- Dennis Craig Harris**, assistant football coach. B.A., Texas Tech University.
- Richard Heines**, assistant baseball coach, campus recreation assistant. B.A., Purdue University.
- Darlene Holland**, head cross country/track and field coach. B.A., Adams State College.
- Michael A. Hunt**, head tennis coach. B.A., Texas A&M University; M.S., Illinois State University.
- Kyle C. Ingraham**, assistant football coach.
- Matthew A. Matocha**, assistant athletic trainer. B.A., Texas Lutheran University; M.S., Indiana State University.
- Dennis Moe**, part-time assistant softball coach. B.S., West Texas State.
- Sarah O'Brien**, part-time assistant softball coach. B.A., University of the Incarnate Word.
- Thomas Orr**, part-time assistant men's basketball coach. B.A., University of Mary Hardin-Baylor.
- Andrew J. Padron**, assistant football coach. B.S., University of Mary Hardin-Baylor.
- Daniel Padron**, head football coach. B.A., Our Lady of the Lake University; M.A., University of Texas San Antonio.
- Deborah L. Roberts**, director of campus recreation. B.S., University of Iowa; M.Ed., Texas Tech University.
- Edward A. Salazar**, head men's soccer coach. B.A., Texas Lutheran University.
- Lawrence Schaffer**, head women's soccer coach. B.S., Mankato State University.
- Megan Schaffer**, part-time assistant women's soccer coach.
- Krystal Schneider**, part-time assistant women's basketball coach. M.A., Texas A&M Kingsville.

James K. Smith, head men's basketball coach. B.B.A., University of Mary Hardin-Baylor; M.B.A., Sam Houston State University.

Hung C. Tran, head men's and women's golf coach and athletics events coordinator. B.A., Texas Lutheran University.

Krystle M. Weidner, part-time assistant women's volleyball coach. B.A., University of Texas Austin.

Joel Williams, assistant track & field coach. B.A., M.A., North Central College.

Wade Wilson, head women's softball coach. B.S., Sam Houston State University; M.Ed., Lamar University.

FACULTY

(Full-time Teaching Faculty and Librarians)

Reza O. Abbasian, professor of mathematics, department chairperson of mathematics and computer science. B.S., Abadan Institute of Technology; M.A., M.S., Ph.D., The University of Texas at Austin. 1983-

Kathie Aduddell, professor and director of nursing. E.D.D., Pepperdine University; M.S., Nursing University of Texas Medical Branch; M.S., Nursing University of Virginia. 2013-

H. David Baer, professor of theology and philosophy. B.A., Oberlin College; M.T.S., Emory University Candler School of Theology; M.A., Ph.D., University of Notre Dame. 2000-

Scott A. Bailey, professor of psychology, Lillie Krause Professor in Social Science. B.A., Southwestern University; M.S., Emporia State University; Ph.D., Kansas State University. 1994-

Mary Elizabeth Barry, assistant professor of English. B.A., University of Missouri-Columbia; M.F.A., Texas State University. 2002-

Norman A. Beck, professor of theology, Pastor Gerhard A. and Marion Poehlman Professorship in Theology. B.A., Capital University; B.D., Lutheran Theological Seminary; Ph.D., Princeton Theological Seminary; D.D. (Honorary) Trinity Lutheran Seminary. 1975-

Amy L. Bedgood, instructor of nursing, BSN, Stephen F. Austin State University, MSN, University of Texas-Tyler, 2014-

Cathy Ann Beicker, lecturer of mathematics. B.S., M.S., Texas State University.

Calvin J. Berggren, assistant professor of physics, B.S., Texas A&M University, M.S., Ph.D., University of California-Berkeley, 2014-

Anna R. Bergstrom, lecturer of education. B.A., The University of Texas Austin; M.S., Texas A&M International University; 2005-

Whitney Bischoff, associate professor of nursing, BSN, UT School of Nursing, MSN, Texas A&M-Corpus Christi, DrPH University of Hawaii-Manoa, 2015

Robin Bisha, professor of communication studies., honors program director. B.A., University of South Florida; M.A., Indiana University and University of North Carolina; Ph.D., Indiana University. 2002-

Steven W. Boehm, assistant professor of sociology. B.A., Southern Illinois University; M.A.T., Southwest Texas State University. Ph.D., Texas State University. 2008-

Christopher M. Bollinger, associate professor of English and communication studies, B.S., Regis University; M.S., The University of Charleston; Ph.D., Bowling Green State University. 2005-

- Collin P. Bost**, assistant professor of composition; B.A., University of Texas Austin; M.F.A., Texas State University, 2009-
- Douglas R. Boyer**, professor and director, School of Music, director of choral music, Mary Gibbs Jones Chair in Choral Music. B.A., TLU University; M.M., The University of Texas at San Antonio; D.M.A., The University of Texas at Austin. 2001-
- Daniel B. Braaten**, assistant professor of political science. B.S., North Dakota State University; M.A., Ph.D., University of Nebraska-Lincoln. 2013 -
- Alison Bray**, assistant professor of chemistry. B.A., University of San Diego; M.S., Ph.D., University of New Hampshire. 2011-
- Mary Beth Bronk**, associate professor, School of Music. B.M., University of Texas, Austin; M.M., The University of North Texas. 2006 -
- Jerry Carr, Jr.**, assistant professor of physics; B.S., Georgia Institute of Technology; M.S., Ph.D., West Virginia University. 2013-
- Corinne Castro**, assistant professor of sociology. B.A., University of California, Berkeley; M.A., Ph.D., Temple University. 2013 -
- Annette Citzler**, professor of economics and business administration, Claryce Bohls Professor of Economics. B.A., Texas Lutheran University; M.A., University of Texas Austin; Ph.D., Texas A&M University. 1977-
- Rebecca J. Clark**, lecturer of mathematics, B.A., B.S., Texas Lutheran University; M.S., Texas State University. 2008 -
- Shaaron Melcher Conoly**, associate professor, School of Music. B.M., University of Texas Austin; Lisence de Concert, Ecole Normal de Musique, France; M.Ed., Texas State University. 1970-
- Sally Cook**, professor of business administration. Leif Johnson Professor in Business Administration. B.B.A., University of Texas San Antonio; J.D., M.T., University of Texas Austin Law School. 1995-
- Brian Coulombe**, assistant professor of kinesiology, Kieffer Kinesiology Fellowship. B.S., California State University Sacramento; M.S., West Virginia University. 2000-
- Michael L. Czuchry**, associate professor of psychology, department chairperson of psychology. B.A., Colorado College; M.A., East Tennessee State University; Ph.D., Texas Christian University. 2006-
- Rebecca A. Czuchry**, associate professor of history, department chairperson of history. B.A., Texas A&M University Corpus Christi; M.A., Texas State University. Ph.D., Texas A&M University. 2005-
- Eric Daub**, associate professor School of Music, Baenziger Professor of Music. B.M., University of Wisconsin Madison; M.M., D.M.A., University of Texas Austin. 2001-
- Jack D. Davidson**, associate professor of philosophy, department chairperson of the-ology, philosophy, and classical languages. B.A., M.A., University of Washington; Ph.D., University of Massachusetts Amherst. 2009-
- Leroy Davis**, assistant professor of education. B.S., Jackson State; M.Ed., Bowling Green State; Ed.D., University of Texas Austin. 2009-
- William Michael Davis**, professor of chemistry, department chairperson of chemistry. B.S., University of Western Ontario; M.S., Ph.D., University of Guelph. 2008-
- Erika Deike**, assistant professor of kinesiology. B.S., Texas A&M University; M.S., Texas State University; Ph.D., Baylor University. 2012-

- Mark C. Dibble**, associate professor, instruction and public services librarian. B.A., Austin College; M.L.S., University of Illinois. 2004-
- Christopher Dickens**, visiting instructor of Spanish. B.A., M.A., Texas State University.
- Justin M. Dubas**, associate professor of economics. B.S., University of Nebraska; M.A., Ph.D., University of Notre Dame. 2009-
- Vicki Eckhardt**, assistant professor, assistant university librarian. A.A., Del Mar College; B.A., University of Texas Austin; M.L.S., University of North Texas. 1977-
- Fernando A. Garza, Jr.**, assistant professor of business administration. B.A., University of Texas Austin; Ph.D., University of Texas Pan American. 2012-
- Margaret Gonzales**, assistant professor of English. B.A., M.A., Ph.D., University of Illinois Chicago. 2012-
- Ana María González**, associate professor of modern languages, department chair of modern languages. B.A., Escuela Normal Superior; M.A., University of Massachusetts; Ph.D., University of Massachusetts. 2003-
- Kimberly Ann Griffith**, instructor of nursing, MSN, BSN, University of Texas-Arlington, 2015-
- Danielle Grove**, assistant professor of biology. B.A., Northwestern University; Ph.D., Tufts University. 2010-
- Philip D. Grace**, assistant professor of history; B.A., Wheaton College; M.A., Western Michigan University; Ph.D., University of Minnesota. 2010-
- Mark Gustafson**, professor of biology. B.A., Luther College; Ph.D., Duke University. 1997-
- William G. Hager**, assistant professor of mathematics. B.S., University of Wisconsin Eau Claire; M.S., Ph.D., University of Iowa. 2010-
- Casi R. Helbig**, professor of kinesiology. B.S., Stephen F. Austin State University; M.Ed., Texas State University; Ph.D., Texas A&M University. 2000-
- T. Paul Hernandez**, associate professor of art. B.F.A., Louisiana State University; M.F.A., University of Texas Austin. 1990-
- Sam Hijazi**, associate professor of computer science. B.S., Towson State University; M.A., Morgan State University; D.B.A., University of Sarasota. 2008-
- Judith Dykes Hoffmann**, associate professor of geography and director of social entrepreneurship, director of adult education partnerships. B.A., Texas Lutheran University; M.A., Texas State University; Ph.D., University of Texas Austin. 2004-
- Carl S. Hughes**, assistant professor of theology. Hugo and Georgia Gibson Professor. B.A., St. Olaf College; M.T.S., Harvard Divinity School; Ph.D., Emory University. 2013-
- Shannon Ivey**, assistant professor of dramatic media. B.A., University of the Incarnate Word; M.F.A., University of California Irvine.
- Eliza Jeffords**, assistant professor School of Music, Anita Windecker Chair. B.M., Vanderbilt University, Blair School of Music; M.M. Indiana University, Jacobs School of Music; D.M.A., University of Cincinnati, College-Conservatory of Music. 2010-
- Pamela Johnston**, professor of English, director of general education. B.A., University of Idaho; M.A., Kansas State University; M.F.A., University of Iowa; Ph.D., University of Missouri Columbia. 2001-

- Robert M. Jonas**, professor of biology, Adolph Krause Professor in Natural Science. B.S., Michigan State University; M.S., Eastern Michigan University; Ph.D., University of Texas Health Science Center at San Antonio. 1991-
- Jeannette Jones**, associate professor of education, department chairperson, Helen I. Weiss Chair in Educational Leadership, B.S., Texas State University, M.A., University of Texas-San Antonio, M.Ed., University of Massachusetts, Ph.D., New Mexico State University, 2015-
- Timothy E. Kent**, assistant professor of kinesiology and head athletic trainer. B.A., Texas Lutheran University; M.S., West Virginia University. 2008-
- Landa King**, associate professor of art, department chairperson of visual arts. B.F.A., M.A., West Texas State University; M.F.A., University of Texas San Antonio. 1989-
- Amelia Koford**, assistant professor, outreach and information literacy librarian. B.A., Grinnell College; M.A., M.S., University of Texas Austin. 2012-
- Donna S. Kubena**, lecturer of education; B.S., M.Ed., Southwest Texas State University, 2013-
- David Legore**, professor of dramatic media, department chairperson of dramatic media. B.A., Texas Lutheran University; M.F.A., University of South Dakota. 1998-
- Alan Lievens**, professor of biology, department chairperson of biology, Sidney Bohls Professor in Biology; B.S., St. Edward's University; M.D., University of Texas Medical Branch Galveston; Ph.D., Louisiana State University. 1998-
- Amy S. Long**, assistant professor of nursing; B.A., Texas Lutheran University; B.S.N., University of Texas Health Science Center School of Nursing Houston; M.S.N., University of Texas Health Science Center School of Nursing San Antonio; D.N.P., University of Alabama Capstone College of Nursing. 2013-
- Holly S. Lutze**, assistant professor of business administration. B.S., Oklahoma State University; M.S., Ph.D., Stanford University. 2012-
- Jennifer R. Mata**, assistant professor of English and communication studies, director of Mexican-American studies center; B.A., University of Texas San Antonio; M.A., Arizona State University; Ph.D., Washington State University. 2004-
- Jean-Pierre Météreau**, professor of English. B.A., M.A., Ph.D., Indiana University. 1984-
- James Newberry**, professor of kinesiology, department chairperson of kinesiology, Jo Murphy Chair in Education. B.S., M.Ed., Texas State University; Ph.D., Texas A&M University. 2000-
- Alicia Briney Olson**, professor of business administration, Jesse H. Jones Chair in Business Administration. B.S., M.B.A., Louisiana State University Shreveport; Ph.D., University of North Texas. 2005-
- Kyle David Olson**, assistant professor of art. Verner Gembler Fellowship. B.F.A., Midwestern State University; M.F.A., University of Nebraska. 2010-
- Stephanie N. Perez**, assistant professor of biology. Kieffer Science Fellowship. B.S., Texas Lutheran University; Ph.D., University of Texas Health Science Center San Antonio. 2013-
- Betseygail Rand**, associate professor of mathematics. B.S., University of Michigan; Ph.D., University of Texas Austin. 2006-
- Martha A. Rinn**, associate professor, university librarian, Luther W. and Ruth E. Sappenfield Chair in Library Science. B.A., Texas Lutheran University; M.L.I.S., University of Texas Austin. 1990-

- Michael D. Ruane**, assistant professor of chemistry. B.S., University of Arizona; Ph.D., University of Wyoming. 2012-
- Phil Ruge-Jones**, professor of theology. B.A., Lawrence University; M.Div., Luther Seminary; Th.M., Ph.D., Lutheran School of Theology at Chicago. 1999-
- Angelika E. Sauer**, professor of history. M.A., University of Augsburg Germany; M.A., Carleton University (Canada); Ph.D., University of Waterloo (Canada). 2000-
- Toni D. Sauncy**, associate professor of physics, department chairperson of physics. Harold T. Johnson Professor in Pre-Engineering. B.S., M.S., Ph.D., Texas Tech University. 2014-
- Rodrick M. Shao**, assistant professor, instructional technology support. B.S., M.B.A., University of Concordia Wisconsin Mequon; Ed.D., Nova Southeastern University. 2008-
- Tiffany Lee Sia**, associate professor of psychology. B.S., Linfield College; M.S., Ph.D., Texas Christian University. 2007-
- John T. Sieben**, professor of mathematics and computer science. A.S., Donnelly College; B.S., M.S., University of Missouri Kansas City; M.S., Texas State University; Ph.D., University of Missouri Kansas City. 1980-
- Scott G. Spidell**, assistant professor of dramatic media, BES, University of Waterloo, MFA, York University, 2014-
- William G. Squires, Jr.**, professor of biology and kinesiology, Dr. Frederick C. Elliott Chair in Health, Fitness, and Nutrition. B.S., M.Ed., Texas State University; Ph.D., Texas A&M University. 1980-
- Melanie G. Thompson**, professor of business administration, department chairperson of business administration and economics, Elton Bohmann Professor in Business Administration in Accounting. B.B.A., Corpus Christi State University; M.B.A., Texas A&M Corpus Christi. 2003-
- Pam Ennis Thompson**, visiting lecturer of business administration. B.B.A., M.S.T., University of Texas Arlington. 2012-
- Cecilia S. Trinidad**, instructor of nursing, coordinator of nursing learning resource lab. B.S.N., M.S.N., University of the Incarnate Word.
- Carolyn S. Turner**, lecturer of psychology. B.S., Texas Lutheran University; M.A., St. Mary's University. 2008-
- Steven S. Vrooman**, professor of communication studies, department chairperson of English and communication studies. B.A., Loyola Marymount University; M.A., Arizona State University Tempe; Ph.D., Arizona State University Hugh Downs School of Human Communication Tempe. 2000-
- Germaine Paulo Walsh**, professor of political science, department chairperson of political science, sociology and geography. B.A., University of San Francisco; M.A. University of California, Santa Barbara; Ph.D., Fordham University. 1992-
- Linda F. Wilson**, professor of mathematics and computer science. B.S., Duke University; M.S.E., Ph.D., University of Texas Austin. 2004-

X. Appendix

ENDOWED CHAIRS

The Jesse H. Jones Chair in Business Administration. The first endowed chair at Texas Lutheran University was made possible in 1978 by a grant from Houston Endowment Inc. of Houston—the largest private foundation in the state. The chair honors the memory of Jesse H. Jones, a former Houston businessman, publisher and founder of Houston Endowment. A veteran of many years of government service, Mr. Jones at one time headed 39 federal bureaus and agencies. During the years of World War II, he served as chairman of the Reconstruction Finance Corporation, Federal Loan Administrator and Secretary of Commerce under President Franklin D. Roosevelt.

The Dr. Frederick C. Elliott Chair in Health, Fitness and Nutrition. Established in 1978, this chair honors the late Dr. Frederick Elliott, former executive director of the Texas Medical Center. Two major gifts from the M.G. and Lillie A. Johnson Foundation and Mrs. Lillie Johnson of Wharton, funded the chair. The holder of the Elliott Chair directs the university's Krost Life Enrichment Program. It helps young people establish a pattern of living that will be conducive to good mental, spiritual and physical health.

The Jo Murphy Chair in Education. The endowed chair in education was established in 1988 through a grant from Houston Endowment Inc. of Houston. The chair honors Mrs. Jo Murphy, vice president and trustee of Houston Endowment, which she has served since 1943. Mrs. Murphy, a long-time friend of TLU, has been active in church and civic affairs in Houston.

The Mary Gibbs Jones Chair in Choral Music. Endowed in 1989 by Houston Endowment, the chair honors the memory of Mary Gibbs Jones, wife of the late Jesse H. Jones. Mrs. Jones was an indefatigable advocate of the performing arts in Houston and played a leading role in founding the Houston Symphony Orchestra.

The Lutheran Brotherhood Chair for Religious Life. The chair was established as a result of a major challenge grant made in support of Lutheran Higher Education. The Lutheran Brotherhood Board of Directors issued the challenge in 1990 to endow the campus pastor position and to increase the endowment for scholarships. With a generous grant from the Palm Valley Lutheran Church Endowment, and numerous contributions from churches, friends and alumni of TLU, the provisions of the grant were met in 1995.

The Luther and Ruth Sappenfield Chair in Library Science was established in 2012 through an estate gift. Luther (May 31, 1919 - December 2, 2009) and Ruth (December 4th, 1923 – August 13, 2011) Sappenfield were married for nearly 63 years. Luther served on the Texas Lutheran University Development Board for many years. As part of their estate, the university is receiving money to fund the Library Chair position to be held by one of the library faculty members, probably the library director. The income should be used to fund the practice of library science more than the teaching of it. The balance of fund not used to fund the chair in library science is to be used for the purchase of new books, online access to various journals, audio/visual components, computer software, and keeping up with new technology advancements in the area of information.

The Helen I. Weiss Chair in Educational Leadership was established in 2014 through an estate gift from Ms. Helen I. Weiss. Helen dedicated her life to the field of education. She taught at TLU for 40 years where she implemented the college's teacher training program in elementary education and became head of the department. She was honored with many educational and community awards for her dedication and leadership to her field. This chair will promote creativity and leadership in education and Christian values and faith. The holder of this chair should demonstrate exceptional skills in leadership and creativity and have primary and secondary teaching experience.

The Anita Windecker Chair. In 2000, Carla A. Blumberg, a 1971 graduate of Texas Lutheran University, established this chair to honor Anita Windecker whose professional achievements included 50 years of service as a distinguished member of TLU's faculty and founder of the Mid-Texas Symphony. This is the first chair funded by a TLU alumna. Responsibilities of the chair holder include leadership in building a strong orchestral program at TLU and the willingness to participate in the rehearsals and performances of the Mid-Texas Symphony.

PROFESSORSHIPS

The Baenziger Professorship in Music. This professorship was established in 1983 by Mr. and Mrs. Harold Baenziger of Seguin. Harold and the late Ethel Baenziger have been notable church, business and civic leaders in the Seguin area for decades.

The Elton Bohmann Professorship in Business Administration in Accounting. When TLU alumni who had been students of Professor Bohmann learned of his planned retirement in 1987, they decided to establish this professorship to honor him. In Professor Bohmann's 30 years on the faculty at TLU, he served as a mentor to more than 1,100 business and accounting graduates.

The Claryce Bohls Professorship in Economics. A bequest in 1993 from the estate of Dr. Sidney Bohls funded this professorship that honors the memory of his wife, Mrs. Claryce M. Bohls. Mrs. Bohls was a medical technologist and instrumental in developing early awareness of public health in South Texas.

The Sidney Bohls Professorship in Biology. An estate gift of Dr. Sidney William Bohls of Austin, Texas, established this professorship in 1993 to give recognition to excellence in the teaching of biology. A prominent pathologist and medical researcher, Dr. Bohls became a leader in both preventive medicine and public health.

The Gembler Fellowship. This fellowship was established in 2005 from the estate of Verner Gembler.

The Hugo and Georgia Gibson Professorship. This professorship was established by former students of Professors Hugo and Georgia Gibson to honor their memory and distinguished careers at TLU. The purpose of the professorship is to encourage and support TLU faculty members in their efforts to realize their full academic and spiritual potential and to integrate faith and learning in their professional and personal lives.

The Harold T. Johnson Professorship in Aviation or Pre-Engineering. This professorship was established in 2012 by Harold Johnson to enhance future opportunities of the professors and students at Texas Lutheran University in the pursuit of knowledge and a fulfilling life. In addition to supporting expenses associated with the holder's professional activities and scholarship, it may also support student research conducted with the professorship holder.

The Leif Johnson Professorship in Business Administration. This professorship was established in 1990 by the late Mr. and Mrs. Leif Johnson of Austin as a major contribution to the Gateway to Century II Campaign. Leif Johnson also served as chair of the Lutheran Foundation of the Southwest—a foundation that provides assistance to Lutheran agencies across the state.

The Kieffer Kinesiology Fellowship. The Kieffer Kinesiology Fellowship was established in 2002 from the estate of George Kieffer. Mr. Kieffer was a long time faculty member at TLU.

The Kieffer Science Fellowship. The Kieffer Science Fellowship was established in 2002 from the estate of George Kieffer. Mr. Kieffer was a long time faculty member at TLU.

The Adolph L. Krause Professorship in Natural Science. Established in 1986 from a portion of the estate of Adolph Krause, this professorship recognizes the importance of teaching students who are majoring in the natural sciences. Mr. Krause and his wife Lillie resided in Beasley, Texas, where they were active in church and civic affairs.

The Lillie Krause Professorship in Social Science. This professorship was established in 1986 from a portion of the Lillie Krause estate. This professorship recognizes outstanding teaching in the social sciences.

The Pastor Gerhard A. and Marion Poehlmann Professorship in Theology. Through gifts made during his lifetime and through his estate, Pastor Poehlmann, a TLU

graduate, established this professorship as a memorial to his wife, Marion Steurmer Poehlmann, and to him in 2000. The couple's ministry included congregations in San Antonio, Fredericksburg and Corpus Christi.

ENDOWED SCHOLARSHIPS

Texas Lutheran University has received many gifts to support students. Special scholarship endowments are named in memory or in honor of individuals or organizations when currently \$25,000 or more has been given to the permanent endowment of the university.

Texas Lutheran University is pleased to honor the individuals listed in the scholarships presented below. The university also wishes to thank the scholarship donors, individuals, businesses and organizations.

Earnings from these endowments are utilized in funding Pacesetter Scholarships, Academic Excellence Awards, Honor and Annual Scholarships, various fine arts awards and several other specific scholarships programs (see Scholarships, p. 195).

George T. and Gladys H. Abell

William and Marie Adams

Captain Summer Alpert

Eric V. and Frieda T. Anderson

Loran and Lois Anderson

Tilden and Clara Rea Anderson

Jack and Oleis Arlitt

O. W. and Emma Arning

Ruth and James Arthur

Cleophus and Claudia Autrey

Thomas and Nancy Ayres

Dexter B. Babcock

Jeffery Alan Babcock

Heinie and Frieda Bade

Harold and Ethel Baenziger

Otto and Hermina Baenziger

David Carl Baker

Jeffrey C. Barkemeyer

Kenneth and Margaret Barnes

Olga Balderach

Edwin and Barbara Barsachs

Tee Bates Memorial

Baumbach-Dollinger for Overseas Study

George and Joyce Baur

Dr. Earl F. Beard

Paul E. and Annie Mae Becker

Thomas Carl Bell

Benefit of Humanity through the Sciences

Carlos O. Benfer

Lillian K. Bennett

Oliver and Genevieve Berglund

Alfred and Vivian Bergstrom

Bethany Lutheran Church

Henry H. and Lynwood W. Beyer

Dr. Harold D. Bier

Rev. and Mrs. L. D. Billnitzer

Brent Bischoff Art

Harry Bischoff

Elizabeth Burges Blevins

Bloomquist/Burns Pre-Engineering

Buster Blumberg

Dan Blumberg

Otto and Eleanora Blumberg

Roberta Blumberg

Clara Itz Bober

Otwin H. and Margaret D. Boecker

Harold and Sherline Bogisch

Leona Bogisch

Martin L. Bogisch

Theodor Bogisch Family

- Alvin and Ruth Bohls
 C.L. and Meta Bohls
 Elton Bohmann
 Doug Boyer Choral
 Christian L. and Annie Mae Bradow
 William and Ruth Hartmann Brady
 Dr. Alvin L. and Mrs. Marion Brekken
 Governor Dolph Briscoe Presidential
 Award for Leadership and Service
 Esther I. Brittain
 Dorothy Ann Brown
 Richard Peter Brunner Jr.
 Frank and Gaelyn Burk
 Rev. James P. and Vida Abrameit Burnett
 Virginia and Martin Burns
 Stephen B. and Mildred Cage
 Frederick George and Nancy Gibson
 Carney
 Charlotte Carstens
 Ruth Cavitt
 Anita M. Chambers
 Gail A. Sager Chambers Music
 Sigurd Christiansen
 Walter and Sue Christiansen
 Class of '51
 Class of '60
 Class of '63
 Class of '66
 McCormick L. and Louise Jenkins Clifton
 Bertha E. Cole
 Dr. and Mrs. Martin L. Cole
 The Cook Family
 Robert and Elaine Cordes
 B. G. and Lenora Cornelius
 Thomas Bell Cox
 Cross United Church of Christ
 Dolores Dahl
 Kirby and Sue Dahl
 C. D. and Thecla Dallmeyer
 Pastor Herman and Laura Dannhaus
 G.P. and Dorothy Wienecke Day
 Educational
 Carlyn December
 Dellis-Shaffer
 Kenneth Davison Dengel
 Edwin and Diana Dentler
 Edwin and Allyne Derrick
 Drs. Wilfred and Bobbie Morrow Dietrich
 Hilmar and Cora Dittmar
 Rosa Lee and Alfred Doerfler
 Delmer and Rose Dolton
 Frank L. Dunne
 Mr. and Mrs. Herbert Eakins
 Mr. and Mrs. Robert Eastwood
 The Eggert Family
 Rev. Clarence and Faye Ehler Family
 Myrtle Ehrig
 The Eidbo Family
 Erik Ekenstam
 Paul and Peggy Elton
 Emanuel's Lutheran Church
 Harry Henry Engelking
 Armine C. Ernst
 Otto and Lillian Esse
 Kristen Gronberg Etheredge, Ph.D.
 Gladys and Howard Ezell
 Milton and Evangeline Falkenberg
 Dr. and Mrs. Lorence Feller
 A. M. and Alma Fiedler
 Robert and Elmira Finken
 First Lutheran Church of Corpus Christi
 Ray C. Fish
 William H. Fix
 William and Jeanette Flachmeier
 Richard and Elsie Frank
 Larry and Mary Lee Franklin
 Lloyd and Anne Franklin
 Francis Morgan Frasher
 Allan B. and Myrtle Freeman
 Berta Lee Fuchs
 DeLois Maddox Garrett
 Verner Gembler
 Albert and Mamie George
 Ray Gerhardt
 The John Gessick Family

Edna Forke Gibbs
 Hugo and Georgia Gibson
 Frank Giesber
 Karl Giesecke
 The Giesecke Family
 Mark O. Gilbertson
 Dr. John F. Gillett
 Paul and Shirley Gilliland
 Mabel Ginzel
 Agnes and Raymond Glazener
 Joey A. Glover
 Violet Glover
 Glueckstal-Elizabeth Lang
 Dr. and Mrs. Otto Goedecke
 Hugo and Natalie Gohlke
 Viola May Schmidt Gold
 Mr. and Mrs. F. A. Goldapp
 George Gonzales
 Otis and Elizabeth Pfluger Graf
 Richard Y. and Wilma M. Grant Music
 Harry O. and Warren A. Grasso
 August and Frieda Gregor
 Bill Greehey
 The Greehey Family
 Joel Kristian Augustine Gronberg
 Guadalupe County Alumni
 Gulf Coast Scandinavian Club
 Arthur G. Gustafson
 Peggy Gustafson
 H-E-B
 Leah and Monroe Hagn
 Ewing Halsell Foundation
 Carol A. and Fred G. Hamilton
 Elsbeth and Frank Hanisch
 The Harley's Music Scholarships
 H. M. and Pearl C. Harrell
 Harry and Cora Hartmann
 Kurt and Frances Hartmann
 Rev. and Mrs. L. L. Haseley
 Helen Marie Hast
 Dr. William R. and Mary B. Hathaway
 The Haugen Family
 Robert and Florence Haugen
 Larry W. Hausmann
 Edna Ann Hax
 William Randolph Hearst
 Alvin Heiligmann
 Carl and Sue Hein
 Fred and Phina Hein
 Dr. Weimar F. and Mrs. Paula I. Hein
 Doris Laughlin Heizer
 Arno and Roland Heldt
 Don Wayne Henrichsen
 Robert Herres Presidential Award for
 Leadership and Service
 Edna W. Herthal
 Irene E. Herthal
 Harold and Dorothy Hildebrandt
 Wilson V. and Mary Langner Hill
 A. W. Hodde
 Elsie B. Hodde
 Severine Hoff
 Hoff-Osborne
 Homer and Cecie Howe
 Thusnelda Hueske
 The Hunsicker Family
 Ronald O. Huntsman
 International Travel
 Erwin Itz and Sterling P. Fetzer
 John A. and Katherine G. Jackson
 Winifred Kugel Jacob
 The Janke Family
 August A. and Emily A. Janota
 Jaroszewski-Garrett
 Dee and Leif Johnson
 Ernest L. Johnson
 Harold T. Johnson
 M. G. and Lillie A. Johnson Foundation
 Robert and Erna Jonas
 Jesse H. Jones
 Mary Gibbs Jones
 Martin O. Juel
 Ella Kautz
 Kelleher and Barrett
 Nathaniel and Alberta Kern

- George and Ruth Kieffer
 Garfield Kiel Killson
 Alex W. and Katherine F. Klattenhoff
 Ida Pfluger and John H. Klattenhoff
 Clarence A. Klenk
 Mary Jane Kleven and Peter Selmer Kleven
 Walter John Kneten Knittel
 Ole Knutson
 Koehler Company
 Mr. and Mrs. Robert Koennecke
 Louis E. Koepsel
 Earl and Eleanor Koester
 Henry and Stella Koester
 Stella Pape Kolbe
 Richard and Almita Kollatschny and Ellis
 and Adala Ueckert
 Erwin Kollmann
 Alice Kowles
 Diane Elizabeth Kolwes Memorial
 Rev. Karl Johann Friedrich Konzack
 Benard and Ethel Kraemer
 Florence Winter Kramer and
 J.F. Kramer Sr.
 Harvey and Ella Kramer
 Adolph and Lillie Krause Kraushaar-Wuest
 I. B. and Pearl Pfluger Krienke
 Bertha Kruse Memorial
 Ed Kruse
 The Edward F. and Evelyn D. Kruse
 Scholarship for Education and
 Pre-Theology
 Mr. and Mrs. Howard Kruse
 Edmund Perry Kuempel
 Jack and Winnie Mae Kuempel
 Max F. and Alvina Klattenhoff Kuempel
 Weldon Kuretsch
 LGBT Alumni
 Paul and Paula Kummer Labatt
 Lamb of God Lutheran Church
 Edwin and Bertha Lammert
 Charles Landgraf
 Elsie B. Lang
 Lang Language
 The Langner Family
 Richard K. Laut Music
 Lindee A. Larsen English
 Lawrence and Evelyn Latour
 Dora V. Layman
 Christian A. and Edith H. Lehne
 Hugo A. Leissner
 Alvin and Alma Lieke
 Arthur F. Lind
 James and Anna Becker Lindemann
 Milton and Adela Lindemann
 Lindenberg Family
 Janis and Darrell Lochte Hill Country
 Scholars Fund
 Nancy Loeffler Presidential Award for
 Leadership and Service
 Walter and Ida Sprain Loeffler
 Craig and Karen Loest
 Debbie Sager Lucas
 Edmond H. Luck
 Dennis Ludwig
 Raymond and Hazel Ludwig
 Mr. and Mrs. William Luedecke
 John and Lois Luedtke
 Louis and Paul Lundgren
 Lutheran Brotherhood
 Lutheran Students Leadership
 Lutheran Students Ministerial
 Denise Maddox
 Dr. G.R. and Hallie Manske
 Dr. Georgette Maroldo
 Thad N. and Patricia Marsh
 The Masterson Family
 Robert Palliser, Jr. and Helen Palliser Mathis
 Marcus Mauritz
 Shelley Mayfield
 John D. McClusky
 Helen and J.C. McElhany
 Macie M. Melvin
 Dr. Roy Melvin
 Mr. and Mrs. H. L. Menn Sr.
 Dr. Joe K. Menn
 Clara E. Mergenthaler

- Dorothy Merkord
 The Mernitz Family
 Dr. A. Earl Mgebroff
 Rose Milburn
 David Molina
 Jon and Sandra Moline
 Presidential Leadership
 Edward and Janet Monson
 Nile Ruth and Theos Morck
 Jack and Winnie Mae Kuempel Murchison
 Jo Powell Murphy
 Pearl White Nagel
 Louise Stein Naumann
 Felix and Amelia Nesesta
 Willie and Irene Giese Noak
 Karen Norman
 Rus and Karen Norman
 Melvin E. Noster
 Orbin and Gladys Nowell
 Morine Nyquist
 Luther and Elin Oelke
 Dr. Charles H. Oestreich
 Clarence and Helen Oestreich
 John and Sophia Oestreich
 Rhoda Haseley Oestreich
 Herman and Doris Ohlenbusch
 Herman and Emma Ohlenbusch
 Omega Tau
 Fred Oppermann
 August H. Ortman
 Vincent and Frances Patlan
 Peace Evangelical Lutheran Church, San Antonio
 Peace Lutheran Church of Rosenberg
 Odie C. and Marion E. Pederson
 Emmett L. and Elberta Benfer Perry
 Armin William and Ora Agnes
 McDougall Pfennig
 Dorothy and Reuben Pfennig
 Glenadine R. and Jon C. Pfennig
 Helmuth and Ella Pfennig Family
 Helmuth William (H.W.) and
 Claudette Freeman Pfennig
 The Rev. Alfred L. and Elizabeth Rayner
 Pfennig and The Rev. Herbert A. and
 Hertha Pfluger Knebel
 Albert and Sophia Pfluger Family
 Henry Pfluger Sr. Family
 Louis and Helene Pfluger
 Theo and Marie Pfluger
 W.E. and Lorine Pfluger
 Jonathon E. Pierce
 Melvin Pohlmeier
 H. R. Power
 Jack E. and Myra S. Prather
 William and Lillian Pratho
 Pre-Theological Aid
 Rev. and Mrs. Hugo Probst
 Harold and Jo Emily Prochnow
 Lola Pybus
 Gus and Laura Quebe
 The Quello Family
 Michael T. Raetzsch
 Lloyd and Emmie Rawls
 Mr. and Mrs. W. T. Reader-
 Mr. and Mrs. George B. Wied Sr.
 Dr. Preston Reeves
 Wylie Erwin Reeves
 Anita L. Richter
 Edward H. and Florence E. Rickenberg
 Andrew Ridge
 Dr. Marcus Rieke
 Cherri Ringen
 Craig Rinn
 Dacia and Russ Rinn
 Marvin and Doris Rinn
 Dr. Arthur E. Rode
 Meta Roehm
 Dr. C. N. Roth Ministerial
 Pastor T. J. Roth and Pastor and
 Mrs. J. C. Felger
 Willie Rotter
 A. W. and Elizabeth Fritz Saegert
 Albert Joe and Patricia McIntyre Saegert
 Ann Saegert and William Adams
 Louis F. Saegert and Margaret Saegert Anhel

Dr. E. A. and Louis Trimpler Sagebiel
 Dr. Ed A. and Irene Sagebiel
 Victor Sagebiel
 Ellen Sager
 Harold Sager
 R. C. Sager
 Rev. Gus W. and Estella I. Sager
 Roberto Salinas
 Laura P. Sanford
 Wayne and Nancy Sather
 Wilbert H. and Mary L. Sauermilch
 SBC Pre-Engineering
 E. C. Schaefer
 Fred and Mignon Schiege
 Ben H. and Hulda Schleider
 Sanford Schmid
 Clifford Schmidt
 Eugene Schobel
 The Schorlemer Family
 Judge and Mrs. B. B. Schraub
 Fredlein J. and Marie Grace Schroeder
 Louis and Ann Schroeder
 Erhard, Olga and Margarete Shuette
 Lydia Reichle Schultz
 Pastor Eric Schulze
 Harry and Ina Schumann
 David Ray Schwartz
 Luther and Lillian Seay
 Arthur and Rosie Seidenschwarz
 Artie L. Seidenschwarz Jr.
 Herta Klein Sheppard
 M. J. Silseth
 Charlotte (Woods) and Bob L. Smith
 Russel and Virginia Smith
 The Snow Family
 Adolph and Erna Solmky
 Margaret Schroeder Songster
 Ed and Maxine Sonntag
 Alisa Sorenson
 Alma Kruse Spieckermann
 Spies/Allen Family
 Mary I. "Toots" Spreen

St. John Lutheran Church, Lindenau
 St. Luke's Lutheran Church of San Antonio
 Alvin and Mallie Stanchos
 Herman C. Steger
 Martin and Mildred Steger
 Gus and Leona Stolz
 George B. Storer Foundation
 Richard and Helen Stratton
 Adolph and Evelyn Streng
 Elinor K. and Lloyd Strot
 Mr. and Mrs. M. Abbe Strunk
 Elisa Suarez
 Dr. Max E. Suehs
 Jimmie M. Sumner
 Eldon and Roberta Sund
 Ferdinand Tatsch
 Norma W. Taylor Education
 Werner and Dorthy May Teggemann
 Texas-Louisiana Synod Brotherhood
 Texas Lutheran University Alumni
 Mr. and Mrs. William Thompson
 Charlene Ann Nelle and
 Kenneth E. Tiemann Timmerman
 TLU Women's Club
 Stan and Ardyce Tostengard
 Casper W. Traeger
 James "Jet" Traeger
 The Treibs Family
 Carl Treptow
 Pastor Charles Treptow
 Henry F. and Marilyn Treptow
 Alfred Victor Treybig
 Arthur and Doris Treybig
 Trinity College
 Hilmar R. and Annie V. Tschoepe
 Tyson Foods
 Dr. Carl and Hattie Tyssen
 Bernice and Walter Ulbricht
 Ultramar Diamond Shamrock
 Dr. Ronald E. Utecht
 Robert H. Vahrenkamp
 Laura Van Pelt

Donna Lynn Vetter
 The Vlasak Family
 Harvey L. Voelker
 George Vogel and Rebecca Lynn Vogel
 Marilyn Wallin
 Bill and Ruby Walter
 Carl and Julia Weden
 William and Luella Wegner
 Weinert German
 Elsie Sprain Weiss
 Helen Weiss
 Victor Paul Weiss
 Robert W. Wells
 Harry O. and Alice K. Wessels
 Verl "Jiggs" Westergard
 Kermit and Carolyn (Pfluger) Westerholm
 Graham Weston Presidential Leadership
 The Whitacre Family
 Bob White Choral
 Dr. Arthur G. and Mrs. Elfrieda Langner
 Wiederaenders
 Anita Stroebe Wuensche
 Frank Wilkens
 Imogene Heald Wilkens
 Doris Neuhaus Willis
 Roland Merriman Willis and Meta Nemkey
 Willis
 Evangeline E. Willmann
 Richard W. Willmann
 Evangeline and Richard Willmann
 Rudolph R. Willmann Memorial
 Lena D. Coleman-Wilson and Frank A.
 Wilson
 Anita F. Windecker
 Lawrence F. Windt
 Mr. and Mrs. H. B. Woldt
 Rev. Walter O. and Hattie Wolf
 Nelson and Tracy Wolff
 Woodling Family Accounting
 Herbert and Margaret Woytek
 The Wright-Heidtke Family
 Mr. and Mrs. F. Lee Ray Wright
 Xcel Energy
 Cyrus and Jean Zamzow
 Louis and Kip Zbinden Presidential
 Award for Leadership and Service
 Heinz C. and Louise D. Ziehe
 Ruby L. and Joseph A. Zorn
 Zorn-Brookover

XI. Academic Calendar

FALL 2015

| | |
|----------------|--|
| August 20–23 | Returning students check-in online |
| August 20–21 | New students living on campus check-in online |
| August 22 | New students living on campus move-in; new commuters check-in in person |
| August 24 | Returning students move-in |
| August 24–28 | Late registration and schedule changes |
| August 25 | First day of class |
| August 28 | Last day to register for the fall semester |
| September 7 | Labor Day Holiday (no classes–university offices closed) |
| September 18 | Three-week checks due |
| September 29 | Last day to finish an incomplete from summer terms |
| October 9 | Six-week grades due |
| October 15–16 | Mid-semester break |
| November 3 | Last day to withdraw from a course with a “W” |
| November 9–13 | Faculty advising |
| November 16–20 | Registration for spring |
| November 25–27 | Thanksgiving break (TLU offices closed on the 28th and 29th) |
| December 9 | Last day of lecture |
| December 9–10 | Make-up registration |
| December 10 | Reading day |
| December 11–16 | Final examinations |
| December 17 | Graduating senior grades due by 5 p.m. |
| December 19 | Baccalaureate (a.m.) & Commencement (p.m.) |
| December 21 | All other student grades due at 5 p.m. |

SPRING 2016

| | |
|---------------|--|
| January 7–10 | Returning students check-in online |
| January 12 | Move-in for returning students; residence halls open |
| January 12–19 | Late registration and schedule changes |
| January 13 | Classes begin |
| January 18 | Martin Luther King, Jr. holiday |
| January 19 | Last day to register for the spring semester |
| February 5 | Three-week checks due |
| February 8 | Last day to finish an incomplete from the fall |
| February 26 | Six-week grades due |
| March 7–11 | Spring break |

continued

| | |
|----------------|--|
| March 24-25 | Easter holiday (no classes-TLU offices closed on Good Friday) |
| March 28 | Last day to withdraw from a course with a "W" |
| April 4-8 | Faculty advising |
| April 11-15 | Registration for summer, fall and May terms |
| April 15 | Student Academic Symposium (no classes) |
| April 27-28 | Make-up registration |
| April 27 | Last day of classes |
| April 28 | Reading day |
| April 29-May 4 | Final examinations (including Saturday exams) |
| May 5 | Graduating senior grades due at 5 p.m. |
| May 7 | Baccalaureate (a.m.) & Commencement (p.m.) |
| May 9 | All other student grades due at 5 p.m. |

MAY TERM 2016

| | |
|--------|---|
| May 12 | May Term begins |
| May 13 | Last day to add a course for the May Term |
| May 20 | Last day to withdraw with a grade of "W" for May Term |
| May 26 | May Term ends |

SUMMER A 2016

| | |
|---------|---|
| June 1 | Summer A Term begins |
| June 2 | Last day to add a course for Summer A |
| June 17 | Last day to withdraw with a grade of "W" for Summer A |
| June 29 | Summer A Term ends |

SUMMER B 2016

| | |
|----------|---|
| July 6 | Summer B Term begins |
| July 7 | Last day to add a course for Summer B |
| July 22 | Last day to withdraw with a grade of "W" for Summer B |
| August 3 | Summer B Term ends |

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Addendum

SPECIAL STUDIES AND TOPICS

This section appears on page 19 of the 2015–2016 TLU Catalog.

531, 532, 533, 534 Athletic Training Clinical Practice Courses

Intensive clinical experience courses are a required component of the athletic training program. Students will be assigned to a clinical preceptor and gain experience in patient care situations with increasing amounts of supervised autonomy. Individual clinical experiences are made based on student progression in the program and require completion of specific clinical proficiencies. Students will complete a minimum of 200 clinical experience hours to receive 3 hours of credit.

MASTER OF SCIENCE DEGREE IN ATHLETIC TRAINING

This is an addition to Section II, Courses of Study in the 2015–2016 TLU Catalog.

The department of Kinesiology has received approval from the TLU Board of Regents and university faculty to transition the current Bachelor of Science degree in Athletic Training to a Master of Science degree in Athletic Training (MSAT) for the 2016-17 academic year. Pending successful completion of a substantive change process through the Commission on Accreditation of Athletic Training Education (CAATE), TLU students will have access to a five year educational experience resulting in concurrent completion of a Bachelor of Science in Kinesiology and a Master of Science in Athletic Training degree. The five year program is divided into pre-professional and professional phases; each have specific admission requirements. Students who complete the professional phase of the athletic training program are eligible to become nationally certified athletic trainers through the Board of Certification (BOC) and for Texas state licensure.

The mission of the TLU Athletic Training Program is to provide students foundational education and clinical experiences within the 8 competency areas set forth by the National Athletic Trainers' Association Education Council giving graduates the knowledge and skills necessary to pursue a career in athletic training. Emphasis is placed on fostering clinical decision making skills, communicating effectively in a variety of situations, and exhibiting professionalism as a practicing athletic trainer. Students are routinely placed in hands on learning situations to encourage the development of knowledgeable and resourceful healthcare

professionals. The program strives to prepare students to become BOC certified (ATC) athletic trainers who will work and be an active participant in the athletic training profession.

PRE-PROFESSIONAL ATHLETIC TRAINING PROGRAM

The pre-professional phase of the athletic training program is intended for the traditional college freshman or sophomore who is interested in the athletic training field. This phase is geared toward orientation to the profession and the acquisition of basic clinical skills. Students in this phase are expected to concentrate on academic success while becoming familiar with the TLU athletic training clinic and the academic program. The pre-professional phase includes a small clinical experience requirement that is completed on campus as a part of the Practicum in Athletic Training courses that these students take. Although not required for successful completion of the professional phase of the program, students completing this phase will have ample exposure to clinical situations and be well prepared to begin making clinical decisions for their patients.

CRITERIA FOR ADMISSION

All students who wish to be considered for the pre-professional portion of the athletic training program must satisfy the following:

1. Unconditional acceptance to TLU via Enrollment Services Office
2. Completion of an athletic training program application form, returned to the program director.
3. An interview with the TLU Athletic Training Program Director.
4. A minimum of a 2.7 cumulative GPA on a 4.0 scale for all high school and college work. Preference is given to those with a GPA of 3.0 or above.
5. Students must complete a physical examination from a medical doctor and complete a technical standards document before beginning the clinical portion of this phase.

RETENTION IN THE PRE-PROFESSIONAL PHASE

Students must meet the following criteria to maintain involvement in the pre-professional phase of the athletic training program:

1. Maintain a cumulative GPA of 2.7 on a 4.0 scale in all courses taken at TLU. Students that fall below a 2.7 will be placed on probation and have one semester to improve the GPA to the required level. Failure to achieve a 2.7 GPA will result in suspension from the program.
2. On time attendance at all athletic training coursework, program meetings and clinical experience hours. Students are expected to be proactive as conflicts arise and notify the appropriate staff or faculty member if the student will be late or absent. Students who are routinely late or absent to required athletic training responsibilities will be placed on probation and

given specific guidelines to follow. Violation of probationary guidelines will result in suspension from the program.

3. Positive evaluations of clinical experience hours. Students will be evaluated by a preceptor at the middle and end of each semester. Students are expected to use feedback to improve clinical performance.

TRANSFER POLICY – PRE-PROFESSIONAL PHASE

Students wishing to transfer into the pre-professional phase of the athletic training program must meet the same admission criteria as freshman students. Selection of transfer students will be based on the listed criteria as well as available space in the pre-professional phase. Accepted transfer students will begin the program at the start of the new semester and be required to complete the introductory proficiency list in one semester. Failure to do so will result in suspension from the program.

PROFESSIONAL ATHLETIC TRAINING PROGRAM

The professional phase of the TLU Athletic Training Program is intended for students who have chosen to pursue a career in the athletic training field. Academic and clinical components are designed to cover content leading to proficiency within the 8 competency areas set forth by the NATAEC. The program consists of six traditional semesters and two mandatory summer sessions resulting in concurrent completion of a B.S. in Kinesiology and a M.S. in Athletic Training. Students completing this phase are eligible for BOC certification.

CRITERIA FOR ADMISSION TO THE PROFESSIONAL PHASE

All students who wish to be considered for the pre-professional phase of the athletic training program must satisfy the following:

1. Unconditional acceptance to TLU via Enrollment Services Office
2. Completion of an Athletic Training Professional Program Application. Applications are due March 1st for students beginning the following fall semester.
3. One academic and one professional letter of recommendation. Letters should be submitted to the TLU Enrollment Services Office.
4. An interview with the TLU Athletic Training Program Faculty.
5. A minimum of a 3.0 cumulative GPA on a 4.0 scale for all college coursework.
6. Completion of minimum 34 of 51 credit hours of TLU general education requirements.
7. Completion with a C or higher the TLU equivalent of the following coursework:
 - a. BIOL 147: Human Anatomy and Physiology 1
 - b. BIOL 148: Human Anatomy and Physiology 2

- c. KINS 120: Prevention and Care of Athletic Injuries
- d. KINS 238: Foundations of Athletic Training
- e. PRWB 130: Contemporary Wellness

Applications are obtained and submitted through the TLU Enrollment Services Office. Students whose application file meets the admission criteria will be reviewed by the Athletic Training Admission Committee. Applications will be evaluated and ranked based on the above criteria. Students accepted into the professional phase of the program will be required to sign a technical standards document and submit a general medical physical completed by a medical doctor before beginning the clinical portion of the program.

Applicants that already hold a bachelor's degree from an accredited university who are interested in the TLU Masters of Athletic Training program should follow the application procedures listed above. If the applicant's degree is not equivalent to a B.S. in Kinesiology or is missing coursework in which athletic training competencies are instructed, the applicant must complete courses to address those deficiencies. Additionally, the clinical portion of the athletic training program consists of a minimum of three years to complete.

Major in Kinesiology - Specialist (B.S.): 32 semester hours including KINS 120, 135, 231, 234, 238, 335, 376, 434, 476, 479, plus 3 hours upper division in Kinesiology.

Supporting Courses for B.S. Kinesiology Specialist: 27 hours including BIOL 147, BIOL 148, BIOL 233, BIOL 235, CHEM 147, PRWB 130, STAT 374; plus 3 hours to be determined in conjunction with a Kinesiology advisor and approved by the department chair.

Course requirements for athletic training students receiving the undergraduate degree in Kinesiology are more specific than those listed for general Kinesiology majors. This is due to the instruction of specific athletic training competencies that are instructed at the undergraduate level.

Course listings are listed in "Kinesiology" section of this catalog

Major in Athletic Training (M.S.): 55 semester hours including ATTR 273, 321P, 322P, 331, 332, 371, 372, 378, 531, 532, 533, 534, 535, 536, 537, 538, 571, 572, 574

ATTR 273: Acute Care in Athletic Training. (3:3:0)

Introduction to principles of emergent care across a variety of settings. Students will be expected to clinically evaluate and manage a patient with an emergency injury or condition to include the assessment of vital signs and level of consciousness, activation of emergency action plan, secondary assessment, diagnosis, and provision of the appropriate emergency care (eg, CPR, AED, supplemental oxygen, airway adjunct, splinting, spinal stabilization, control of bleeding).

ATTR 321P: Practicum in Athletic Training (2:1:10)

This course is intended for students who are enrolled in the athletic training educational program. This is a laboratory-based course designed to give instruction

and evaluation of specific clinical proficiencies in athletic training. Emphasis will be placed on proficiencies in the areas of specific injury management, basic assessment and evaluation and communication. Evaluation of proficiencies will be performed in the areas of risk management, basic assessment and evaluation, nutrition and specific injury management. Prerequisite: Acceptance to the Professional Phase of the Athletic Training Program.

ATTR 322P: Practicum in Athletic Training (2:1:10)

This course is intended for students who are enrolled in the athletic training educational program. This is a laboratory-based course designed to give instruction and evaluation of specific clinical proficiencies in athletic training. Emphasis will be placed on proficiencies in the areas of specific injury management, acute care, presentations and communication. Evaluation of proficiencies will be performed in the areas of therapeutic modalities, specific injury management and presentations. Prerequisite: Acceptance to the Professional Phase of the Athletic Training Program

ATTR 331: Assessment of Athletic Injuries I (3:3:0)

This course includes an in-depth look at anatomical and differentiating characteristics of injuries to the body, to include the upper extremities, lower extremities, pelvis, abdomen, head and thorax. Prerequisite: BIOL 147-148.

ATTR 332: Assessment of Athletic Injuries II (3:3:0)

This course includes an in-depth look at the hands on evaluation techniques (palpation, range of motion testing, nervous testing, special testing, etc.) used to assess injuries to the upper extremities, lower extremities, pelvis, abdomen, head and thorax . Prerequisite: BIOL 147-148, ATTR 331.

ATTR 371: Administration of Athletic Training Programs (3:3:0)

Examination of issues relating to management of a comprehensive athletic training program. Administrative and legal issues, risk management, conflict resolution, budgeting, personnel, record keeping and policy development.

ATTR 372: Therapeutic Modalities (3:3:0)

An examination of the theories, principles and application of therapeutic modalities in a clinical setting. Prerequisite: BIOL 147-148.

ATTR 378: Therapeutic Exercise in Rehabilitation (3:3:0)

An examination of the theories, principles and applications of therapeutic exercise in the rehabilitation of injuries. Prerequisite: BIOL 147-148.

ATTR 531:.Clinical Practice 1. (3:1:X)

This course is intended for students who are enrolled in the professional portion of the athletic training program. This is a laboratory-based course designed to begin instruction and evaluation of clinical proficiencies in athletic training. Students will be assigned as the primary health care provider in a specific clinical setting and provide care under the direct supervision of clinical preceptors. Weekly meetings will reinforce concepts learned in the clinical setting. Prerequisite: Acceptance to the Professional Phase of the Athletic Training Program

ATTR 532:.Clinical Practice 2. (3:1:X)

This course is designed to build upon the clinical concepts begun in the Clinical Practice 1 course. This is a laboratory-based course designed to continue instruction

and evaluation of clinical proficiencies in athletic training. Students will be assigned as the primary health care provider in a specific clinical setting and provide care under the direct supervision of clinical preceptors. Weekly meetings will reinforce concepts learned in the clinical setting. Prerequisite: ATTR 531

ATTR 533: Clinical Practice 3. (3:1:X)

This course is designed to build upon the clinical concepts begun in the Clinical Practice 2 course. This is a laboratory-based course designed to continue instruction and evaluation of clinical proficiencies in athletic training. Students will be assigned as the primary health care provider in a specific clinical setting and provide care under the direct supervision of clinical preceptors. Weekly meetings will reinforce concepts learned in the clinical setting. Prerequisite: ATTR 532

ATTR 534: Clinical Practice 4. (3:1:X)

This course is designed to allow students to practice and gain confidence in the clinical skills and concepts covered in the Clinical Practice 1-3 courses. This is a laboratory-based course designed to evaluate and refine clinical proficiencies in athletic training. Students will be assigned as the primary health care provider in a specific clinical setting and provide care under the direct supervision of clinical preceptors. Weekly meetings will reinforce concepts learned in the clinical setting. Prerequisite: ATTR 533

ATTR 535: Pharmacological Concepts in Sports Medicine (3:3:0)

An introduction to the principles, physiology and administration of common pharmacological agents used in sports medicine. Prerequisite: Acceptance to the Professional Phase of the Athletic Training Program

ATTR 536: General Medical Care. (3:3:0)

An examination of common illnesses & conditions that affect the multiple body systems. Emphasis will be on clinical evaluation, recognition, immediate care, and appropriate referral of general medical conditions. Prerequisite: ATTR 331, acceptance to the Professional Phase of the Athletic Training Program

ATTR 537: Research Methods. (3:3:0)

This course will give students an understanding of research through exploration of research language, ethical principles, and the process within quantitative and qualitative methods. Students will develop a systematic approach to ask and answer clinically relevant questions that affect patient care by using review and application of existing research evidence. Prerequisite: Acceptance to the Professional Phase of the Athletic Training Program

ATTR 538: Advanced Clinical Decision Making. (3:3:0)

This course builds upon concepts learned in Assessment of Athletic Injuries 1 and 2 in developing the ability to evaluate orthopedic conditions. Students will be expected to perform a comprehensive clinical examination of a patient with an upper extremity, lower extremity, head, neck, thorax, and/or spine injury or condition. Additionally the student will incorporate clinical reasoning in the selection of assessment procedures and interpretation of findings in order to formulate a differential diagnosis and/or diagnosis, determine underlying impairments, and identify activity limitations and participation restrictions. Prerequisite: ATTR 331-332, acceptance to the Professional Phase of the Athletic Training Program

ATTR 571: Evidence Based Practice. (3:3:0)

Provides an understanding of evidence based health care practices and their application to sound clinical decision making and critically examining athletic training practice. Students will learn commonly used clinical outcomes assessment measures to determine the effectiveness and efficacy of athletic training interventions. Students will also identify a specific clinical question of interest and begin the preliminary steps in conducting an original research project. Prerequisite: Acceptance to the Professional Phase of the Athletic Training Program

ATTR 572: Advanced Therapeutic Interventions. (3:3:0)

An examination of clinician and patient oriented outcome measures used to assess a patient's status. Based on assessment results and with consideration of the stage of healing and goals, students will design a therapeutic intervention designed to maximize patient function and health-related quality of life. A variety of interventions, methods, techniques, equipment, exercise, modalities and medications will be covered to produce a comprehensive treatment plan for the patient. Prerequisite: ATTR 372, 378, acceptance to the Professional Phase of the Athletic Training Program

ATTR 574: Athletic Training Capstone. (3:3:0)

A culminating experience for senior athletic training students, taken during the student's last semester at TLU. This course includes application of knowledge learned in the discipline and focuses on preparation as a BOC certified athletic trainer. Students will demonstrate knowledge and ability in written and oral communication, and research presentation skills appropriate for an entry level athletic trainer. ATTR 531, 532, 533.

RETENTION IN THE PROFESSIONAL PHASE

Students must meet the following criteria to maintain involvement in the professional phase of the athletic training program:

1. Athletic training students must maintain a minimum cumulative GPA of 3.0 during the professional phase of the program. If a student falls below the minimum GPA requirement, that student will be placed on academic probation for a period of one semester. If the student is able to raise the cumulative GPA to the required level, their probationary status will be removed. If the student is unable to raise the cumulative GPA to the required level, that student will be suspended from the education program. Those students who are suspended must reapply and be accepted back into the Athletic Training Program. It should be noted that only courses completed at TLU factor into the cumulative GPA.
2. Students must obtain a minimum C grade in all athletic training coursework in which NATA competencies and clinical proficiencies are instructed. Students that fail to earn the minimum grade will be given the opportunity to repeat the course but will not be allowed to graduate with an Athletic Training Degree or sit for the BOC examination until the minimum requirement is met.
3. Compliance with policies and procedures outlined in the Athletic Training Student handbook.

4. Students must make steady progress each semester toward the degree in Athletic Training. A meeting with the academic advisor will take place once per semester to ensure appropriate progress is being made.
5. Students must successfully complete clinical proficiencies specific to their clinical experience course by the end of each semester.
6. Students must receive positive evaluations from the athletic training faculty and clinical preceptors.
7. On time attendance at all required meetings and clinical assignments. Notification is expected as soon as possible for any absences or late arrival to such assignments.
8. Students must foster and maintain professional working rapport with athletic training staff, fellow athletic training students, student athletes, and other athletic department staff.
9. Students should be a positive representation of the TLU Athletic Training Program across campus and in the community.
10. Students must comply with the Technical Standards of the program.

The Director of the Athletic Training Program and program faculty will review each student following each semester to determine if retention criteria are being met. Compliance with these standards serves as the primary criteria for retention. Additional information may be obtained through the Athletic Training Program Director.